

From ‘Acted On’ to ‘Working With’
Managers’ sensemaking when developing and
implementing change practices as part of
transitioning operations to a contemporary
workspace

A thesis submitted in partial fulfilment
of the requirements for the
Degree of Master of Commerce in Management

By

Jacinda Jacobs

Department of Management, Marketing and Entrepreneurship
College of Business and Law
University of Canterbury

2020

Table of contents

LIST OF TABLES.....	4
LIST OF FIGURES.....	5
ACKNOWLEDGEMENTS.....	6
ABSTRACT.....	7
CHAPTER 1: INTRODUCTION	10
THE PURPOSE OF THE STUDY	10
THE RESEARCH QUESTIONS	10
STRUCTURE OF THE THESIS	11
CHAPTER 2: LITERATURE REVIEW	13
INTRODUCTION	13
SEARCH STRATEGY	17
PHASE 1: CONTEMPORARY WORKSPACES, WORKSPACE CHANGES, MIDDLE MANAGERS DURING CHANGE.....	22
<i>Contemporary Workspaces</i>	22
<i>Workspace Changes</i>	23
<i>Middle Managers During Change</i>	26
<i>Summary</i>	27
PHASE 2: AUTHENTIC LEADERSHIP, SENSE OF PROFESSIONAL SELF, CHANGE LEADERSHIP	29
<i>Authentic Leadership</i>	29
<i>Sense of Professional Self</i>	34
<i>Change Leadership</i>	37
<i>Summary</i>	41
SUMMARY	42
CHAPTER 3: METHODOLOGY.....	44
QUALITATIVE RESEARCH	44
<i>Role of the Researcher</i>	45
RESEARCH DESIGN	46
<i>Case Study Research</i>	46
<i>Interpretive Paradigm</i>	47
DATA COLLECTION	48
<i>Framing the Case Study</i>	48
<i>Recruitment</i>	49
<i>Participant Profile</i>	49
<i>Interview Process</i>	50
DATA ANALYSIS.....	52
<i>Transcription</i>	52
<i>Determining the Analysis Approach</i>	52
<i>Developing Codes</i>	53
<i>Developing Categories</i>	53
<i>Building a Conceptual Framework</i>	54
ETHICAL CONSIDERATIONS.....	55
<i>Ethical Aspects</i>	55
<i>Data Security and Privacy</i>	56
CONSTRAINTS AND LIMITATIONS.....	56

SUMMARY	57
CHAPTER 4: FINDINGS.....	59
UNDERSTANDING THE CHANGE IN WORKSPACE.....	59
<i>Implications of the Workspace Change on Operations.....</i>	<i>62</i>
<i>Summary.....</i>	<i>67</i>
OVERARCHING THEMES	68
OVERARCHING THEME ONE: IDEAL CHANGE PRACTICES	68
<i>Driver 1: Managing the Change.....</i>	<i>70</i>
<i>Driver 2: Supporting the Change.....</i>	<i>80</i>
<i>Driver 3: Contextualising the Change.....</i>	<i>86</i>
<i>Driver 4: Realising the Change.....</i>	<i>89</i>
<i>Summary of Ideal Change Practices Approach</i>	<i>90</i>
OVERARCHING THEME TWO: AGENCY DURING CHANGE	92
<i>Acted On: Managing Change in the Pre-Move Period</i>	<i>93</i>
<i>Working with: Change Management in the Move and Post-move Periods</i>	<i>98</i>
<i>Summary of Experiences of Agency During Change.....</i>	<i>106</i>
CONCEPTUAL FRAMEWORK FOR MANAGERS’ SENSEMAKING PROCESSES DURING WORKSPACE CHANGE	107
CHAPTER 5: DISCUSSION	110
SIGNIFICANT CONTRIBUTION 1: AGENCY DURING CHANGE SHAPED MANAGERS’ ABILITY TO LEAD AUTHENTICALLY	111
<i>Limited Agency, Limited Authentic Leadership During the Pre-Move Period.....</i>	<i>111</i>
<i>Mixed Agency, Mixed Authentic Leadership During the Move and Post-Move Periods</i>	<i>115</i>
SIGNIFICANT CONTRIBUTION 2: OWNERSHIP OF THE SPACE DRIVING AGENCY	117
<i>Workspace Definition.....</i>	<i>118</i>
<i>Workspace as Entangled with Practice, Including in Change Transition</i>	<i>118</i>
<i>Insights on Workspace Aspects to be Managed</i>	<i>119</i>
<i>Insights on Changing Materiality Affecting Ownership and Hence Agency.....</i>	<i>121</i>
<i>Summary.....</i>	<i>121</i>
SUMMARY OF CASE STUDY CONTRIBUTIONS	122
LIMITATIONS.....	123
CHAPTER 6: CONCLUSION	124
SUMMARY OF THE RESEARCH.....	124
CONTRIBUTIONS OF THE RESEARCH	126
<i>Theoretical Contributions.....</i>	<i>126</i>
<i>Practical Implications.....</i>	<i>126</i>
FUTURE IMPLICATIONS AND RESEARCH	127
REFERENCES.....	128
APPENDICES	148
APPENDIX 1 - CONSENT FORM	148
APPENDIX 2 – INFORMATION SHEET FOR PARTICIPANTS	149

List of Tables

TABLE 1	50
TABLE 2	61
TABLE 3	69

List of Figures

FIGURE 1	68
FIGURE 2	108
FIGURE 3	109
FIGURE 4	122

Acknowledgements

This thesis is the culmination of five years of plans, starting in 2015, when I decided to take redundancy from a good job and career and try something different, by going back to studying and being an academic again. (My original plan during my first time around at university was to be an historian, but that has changed a bit now). I knew that I wanted to look at how to make things better for workers in organisations and I knew that I was good at change, strategy, and as it turns out, sensemaking and interpretation, so I found a likely looking academic online, my eventual supervisor, Professor Colleen Mills, and never looked back, ending up at this stage with my thesis and hopefully progressing further.

Having said that, this year of writing my thesis has been the most eventful year of my life, with multiple people falling ill, some unfortunately dying, and major work changes kicked off or interrupted in different ways, including by Covid-19, resulting in one business being reviewed and another business started. In hindsight, I probably could have chosen a better year to work on this thesis, from a workload and stress point of view, however I have thoroughly enjoyed and been challenged by the process of doing it. The rigor of the academic process when analysing and interpreting data has been illuminating, and I am already applying that professionally to the contracts that I take, or to my businesses.

With that in mind, I mostly want to thank Colleen Mills, my supervisor, for her help, knowledge, forbearance as I dealt with multiple life interruptions, and kindness with the same. I definitely would not have been able to do this without her – I was not sure at one stage if I would be able to find the time and energy to carry on, so am very happy I got there and want to recognise all the help and encouragement to do so.

Abstract

Background: The popularity of contemporary workspaces such as open-plan, activity-based working, co-working and nomadic (Wohlers & Hertel, 2017), when combined with the perceived negative response of many people to those workspaces (Hongisto et al, 2016; Richardson, 2017; Van Merrewijk & Van den Ende, 2019; Wilholt et al, 2016) suggests the need to consider how managers lead the change from traditional workspaces to these new ones. This case study therefore explores the sensemaking process of middle managers as they interpreted and then developed and implemented change practices for the transition of people and operations to an activity-based workspace. The aim of the study was to gain insights into managers' experience of the change process and to generate recommendations for other organisations that may be contemplating transitioning their operations into a contemporary workspace.

Methods: A qualitative exploratory research design aligned to the interpretive paradigm was implemented in order to collect the data for this research. A case study mode of inquiry was selected to ensure the focus was on the experiences of different managers going through the same change, rather than on the workspace change itself, and the variations that that might cause. Seven middle managers, representing both academic and professional staff for the case study organisation, a college at a New Zealand university, were interviewed separately using semi-structured interview techniques to collect their accounts, which were then transcribed and analysed in-depth using an inductive approach.

Results: The analysis found that the workspace change was largely perceived as negative by academics, who were fundamentally opposed to it. This negativity created the context for managing the change and for managers' sensemaking. This sensemaking was found to revolve around two major themes. First, middle managers responded to this change by identifying their own "ideal change practices", rooted in their experience-based sense of what constitutes professional practice; specifically, how they approached managing generally, how they supported the change, how they contextualised the change and its impact on their teams, and how they realised the change, responding to the learnings from the reality of the process and evolving practices as needed.

The second theme identified was the managers' "agency during the change", specifically their ability to enact their ideal change practices, and in particular their roles in determining the change and the change practices used for the change. In the pre-move period

when the workspace existed only as a 'planned' space, managers experienced a top-down and centralised change approach that did not allow them to follow their ideal change practices. The result was that these managers framed the change management process in terms of what 'could have', 'would have', or 'should have' been done as they were 'acted on'. In the move and post-move period, agency was mixed as they and their teams moved into the space, experienced it, and started wanting to change it but still had to deal with the 'planned' space within the 'lived' space that constrained and shaped their change practices. The result was a change experience of 'working with' the workspace, where middle managers took action where they could, responding to and adjusting the workspace that they had not been able to own or shape when it was a 'planned' space in the pre-move period. At the same time, they also had to assess and incorporate the limits of their control into their overall change practices.

Contributions: The two main contributions are, first, that managers' agency during the planning phase of the change shaped, and in this case limited, their ability to lead authentically, which then had effects throughout the change process. Second, the ownership of the workspace helped determine the level of agency managers had, and hence their ability to lead authentically. Because of their inability to lead authentically and in line with how they typically managed, their change practices in the pre-move period-created a history among team members that affected managers in the move and post-move periods when they were able to gain some agency and were able to lead more authentically. Managers risked being seen as inauthentic, and even if managers were not individually deemed to be inauthentic, the change process and the organisation were often seen as such by staff. Managers needed to take this perception into account when developing and implementing their own change practices.

Analysis showed that ownership or appropriation (Dale, 2005) of the workspace helped determined who had agency. Workspace in this context was defined more broadly than just the physical aspects, also including four other aspects, from the practices allowed within the workspace, to the principles that dictated behaviour and use of the workspace, to the project processes used to deliver the workspace, and finally to the change processes used to let people experience, and therefore attribute meaning and value, to the workspace. In the pre-move period, ownership of all aspects of the workspace was top-down, resulting in managers' perception that they had no agency to determine the change or the change practices. In the move and post-move periods, ownership was mixed as people moved into

and wanted to change the workspace aspects, which managers perceived as requiring them to act to address this feedback, while the 'planned' space still existed in the 'lived' space, constraining and shaping the change practices that could be used.

Conclusion: This study highlights the importance of empowering managers, particularly middle managers, during change, by involving them in selecting change practices and directing change processes. Change disrupts operations in the pre-change-context as the new context is designed and communicated. The middle manager has responsibility for operations in both contexts and the deep knowledge needed to assess the implications of changing from one to the other. Managers' sense of professional self or their professional practice, in addition to this understanding of the pre-change context and the implications of changing that context, can be leveraged by giving them agency to act authentically so they can match change practices to the nature of the change. Not giving them the agency during the change to act authentically risks the change, the change process, and potentially the manager being perceived as inauthentic, or for people to mistrust any or all of these elements, which can make further change management difficult.

Keywords: organisational change, authentic leadership, sense of professional self, change leadership, middle managers, sensemaking, contemporary workspaces, space in organisations, sociomateriality

Chapter 1: Introduction

Workspaces are more than physical environments (Airo et al, 2012) and hence workspace changes must be considered as more than just a physical change. Workspaces are central to organisations, how they operate and how they are understood (Halford, 2008). Spaces have meanings and values attributed to them and practices enacted by the people within them that can result in them using those spaces differently to what was intended (Berti et al, 2017). Furthermore, the full effects of workspaces are not necessarily understood by those within the organisation (Halford, 2008). The role of managers during the change to a new workspace then becomes one of “managing of sense, sharing of meaning, of diversity, and oppositions” (Langenberg & Wesseling, 2016), and a research opportunity exists to examine how they develop and implement change practices to create that meaning.

This a timely topic, given the popularity of contemporary workspaces such as open-plan, activity-based working, co-working, and nomadic work (Wohlert & Hertel, 2017) within organisations. When combined with the perceived negative response of many people to those workspaces (Hongisto et al, 2016; Richardson, 2017; Van Merrewijk & Van den Ende, 2019; Wilholt et al, 2016) it is easy to appreciate why there is a need to investigate the process of how transitioning to contemporary workspaces is managed.

The Purpose of the Study

The purpose of this study was to gain insights into how managers made sense of and interpreted the transition of operations from a traditional office-based layout to a contemporary workspace, and to analyse how their leadership practices, their experience of the change process, and workspace materiality were intertwined.

The Research Questions

Organisational change management, leadership, contemporary workspaces, sociomateriality, and sensemaking are all topics that are well-covered in the literature. This study is interested in their intersection, seeking to understand the whole change process from the point of view of one key group’s role in them - the managers responsible for operations and hence the transition between workspaces. The research questions therefore are:

Question 1: How did managers make sense of, plan for, and manage the change to a new contemporary workspace?

Question 2: How did the form and intended affordances of the new workspace affect their change practices?

The intention was that insights gained from this study would contribute an instructive case showing how managers develop and manage the change to a contemporary workspace. The expectation was that the case would provide a framework to guide further research that could confirm the findings and lead to improved management of workspace transitions.

Structure of the Thesis

This thesis consists of 6 chapters. This first chapter has introduced the topic and presented the research questions.

The second chapter reviews the literature that helped shape the focus of this study and the literature that helped frame and interpret its findings. The first phase, used to shape the focus of the study, looked at the topics of contemporary workspaces and seeking to define what they are, then workspace changes, seeking to understanding space in organisations, and finally, middle managers during change, in particular to assess their role and practices during change. The result was nine initial research questions (see Appendix 2) used in the interview guide. The second phase was used to interpret the findings, focusing specifically on topics that emerged as relevant as the analysis progressed. These topics were authentic leadership, sense of professional self, and change leadership. The result was the identification of a likely common theme across the topics, the importance of the leader in context for both day-to-day operations and managing change, finding that leaders' abilities and existing relationships may be more important to successfully managing change than specific activities or behaviours.

In Chapter 3, the methodology is described. The chapter explains why a qualitative case study using an interpretive approach was chosen to explore middle managers' experience of managing the transition to a contemporary workplace.

The findings from the case study, which centred on the transition of workers in a College at a university from conventional, largely office-based workspaces to a contemporary open-plan workspace, are presented in Chapter 4. These findings emerged from an analysis that focused on the change and then the managers' sensemaking processes as they sought to

interpret their change management practices, their notion of ideal change practices, and their agency during the change.

A discussion of the findings in relation to the literature is covered in Chapter 5 and two main contributions are highlighted.

Chapter 6 summarises the research and outlines contributions and implications for future research.

Chapter 2: Literature Review

Introduction

As more and more organisations move from traditional to contemporary workspace layouts (Hongisto et al, 2016; Kazanchi et al, 2018; Richardson, 2017), understanding how the transition of operations is managed is important both for the organisations and also for the people that work within them, given two competing but equally important considerations. First, “spatial practices are work practices” (Van Marrewijk & Van den Ende, 2019), meaning that workspaces are not just containers (Berti et al, 2017; Halford, 2008; Richardson & McKenna, 2014) but shape and are shaped by practices (Cnossen & Bencherki, 2018) and so practices are key to work and to organisations (Halford, 2008). Second, the employee reaction to and experience of these contemporary workspaces is often negative compared to traditional ones, in a range of ways from health to productivity to satisfaction (Richardson, 2017; Smollan & Morrison, 2019; Wohlers & Hertel, 2016). Research findings on this negative reaction have been covered in the media (Tank, 2019) as well as in academia and so may shape opinions in advance of any workspace changes. This means that negative expectations may also need to be managed as possible outcomes of a change to a contemporary workspace.

Responsibility for day to day operations and hence for a workspace transition sits with managers who, because organisational changes disrupt existing sensemaking processes and therefore trigger new ones (Maitlis & Lawrence, 2007), have to make sense of the change in order to be able to then give sense for it to others. Weick (1995) describes sensemaking as the process of how people make sense of events that disrupt existing flows and how they act, within their environment and with others in that environment, to create new meaning. This new meaning is expressed as new or adjusted flows that address people’s different sensemaking in a plausible way. Key to this, and what is proposed as making sensemaking distinct, is that “sensemaking is about authoring as well as interpretation, creation as well as discovery” (Weick, 1995, p.8), as it seeks to understand not just how people cope with entities that already exist but how those entities got there in the first place. A sensemaking perspective therefore is described not as being concerned with objective truth, such as whether recollections or outcomes are accurate by a defined measure, but rather with the process of how people make sense by themselves and necessarily in conjunction with others, and hence is concerned with shared meaning rather than collective experience (Brown et al, 2008; Weick, 1995).

Sensemaking therefore necessarily has multiple elements (Weick, 1995), from the properties of sensemaking itself, such as the individual and their identity construction process, the others that they work with, and the shared environment, to how sensemaking in organisations works and the ways that it is distinct from sensemaking generally. It also includes what triggers sensemaking, namely what an interruption actually is and how it is identified, as well as the content of sensemaking itself, which includes both the sensemaking specific for the interruption but also ideologies, third order controls, paradigms, theories of action, traditions and stories that colour interpretations. Finally it can also refer to the processes of sensemaking, such as whether people are driven by their beliefs and by their actions. Relevant for this research, the literature highlights the importance of both individual identity and of the context in which they are operating during the process of creating meaning (Brown et al, 2008; Weick, 1995). An individual, such as a manager, will seek to understand what the interruption, such as the transition to a contemporary workspace, means for themselves, as part of their own identity and identity processes, but also needs to consider their environment, as they are both part of it and help create “the materials that become the constraints and the opportunities they face” (Weick, 1995, p.31). They also need to consider others (Weick, 1995) who may have made different sense of the same experience and for whom a process of alignment may be required.

Finally, Weick (1995) also highlights the importance of considering sensemaking in organisations as overlapping with, but distinct from, sensemaking generally, because of the nature of organisational environments. In most organisations, explanations or meanings are sought for everything in a way that often does not occur in other settings. Because of the lack of a clear theory of organisations, sensemaking is proposed as potentially being central to constructing organisations and their environments. This is because it creates the social structures that make up the organisation through combining “the generic subjectivity of interlocking routines, the intersubjectivity of mutually reinforcing interpretations and the movement back and forth between these two forms by means of continuous communication” (Weick, 1995, p.170). This goal is developing generic subjectivity, such as a new set of meanings or flows that are commonly understood and hence achieve predictability and stability, to address “the need for swift socialisation, control over dispersed resources, legitimacy in the eyes of stakeholders, measurable outcomes, and accountability” (Weick, 1995, p.170) that is common to many organisations when managing changes. For managers responsible for the transition of operations therefore, understanding their process for

managing the change requires understanding their process for making sense of the change, with consideration for their organisational environment and the people involved in and affected by the change.

Sensegiving is the process of how an individual gives sense to others (Goia & Chittendi, 1991), defined in conjunction with sensemaking processes that are “social process of constructing meaning” (Konlechner et al, 2019, p.707) as a “deliberate attempt to influence such sensemaking processes” (Konlechner et al, 2019, p.707). In their study of a strategic change initiative, Goia and Chittendi (1991) show sensegiving as part of a sequential and reciprocal process of different kinds of sensemaking and sensegiving. Their process starts with a President making sense of their organisation’s new environment by creating a guiding vision, before then giving sense to others through communicating the vision to top managers and stakeholders, who then had to make sense of the meaning of the vision themselves, before they could then give sense through acting to shape the vision in line with their understanding. Maitlis and Lawrence (2014) in a study of the triggers and enablers of sensegiving in organisations, found that people’s discursive ability, which allows them to construct and articulate accounts in a persuasive manner, is key to enabling sensegiving. Maitlis and Lawrence (2014) also found that this ability to enact effective sensegiving may stand alone from or influence sensemaking, noting that while sensemaking inevitably leads to sensegiving, sensegiving does not always require sensemaking. This results in a definition of sensegiving as “an interpretive process in which actors influence each other through persuasion or evocative language” (Maitlis & Lawrence, 2014), and which can be used in times of stability or change (Maitlis & Lawrence, 2014) and which may not be successful, in terms of potentially meeting resistance from employees (Maitlis & Christianson, 2014). Understanding how managers responsible for the transition to a contemporary workspace developed and then gave sense of the change to others means understanding the role that they played, their abilities, their understanding of their context, and how they did or did not link it in to their own or to others’ sensemaking for the new workplace.

When considering sensemaking and sensegiving processes therefore, the context of the change is important because, from a change management point of view, while managers may be responsible for the transition of operations for their team, a workspace change like this affects more than just their team and hence will affect and include other managers at different levels. It will also have a formal change management approach, practices, and people applied, that potentially blur the line on who is responsible for what elements of

managing the change, with research showing that even specialist project and change managers differ on who should have formal authority for change management (Pollack & Algeo, 2014). In addition to the nature of the change itself, in this case a contemporary workspace that may be viewed negatively already (Richardson, 2017; Smollan & Morrison, 2019; Wohlers & Hertel, 2016), research shows that change management as an approach and set of practices is well-studied but unclear on how successful or not it is, and on the activities that may or may not cause it to be successful. A commonly cited finding that 70% of change management initiatives fail was noted as being discredited in 2011 (By et al, 2016) but the actual success rate was still unclear, with a range of findings from one third to as high as 80% for the failure of change initiatives otherwise (Whelan-Berry & Somerville, 2010).

Understanding how managers make sense of the complexity of managing generally, along with the complexity of managing change in workspace in particular, focuses attention on the process of the transition to a new workspace. In line with a sociomateriality approach, this may offer insights for managing such workspace changes ongoing, as space is not just a supporting actor in organisations (Halford, 2008) but shapes and is shaped in turn by the people, practices, relationships, and values within it. This includes the transition process itself, which can have its own associated people, practices, relationships, and values.

In this chapter, the results of a literature review are presented, examining how different elements of leadership identity, change leadership and management, and workspace change intersect, for the middle managers leading the transition for their teams. Two phases were completed for the literature review to help guide its development first and then its findings. The first phase focused on defining contemporary workspaces and understanding the role of spaces in organisations, including the process of workspace changes. It also included a topic on middle managers during change. Middle managers were chosen as the focus as they are critical to change implementation (Huy et al, 2014; Luscher & Lewis, 2008), which is what this study investigates, but they may also be critical to scoping and creating the change itself even if they do not always have the opportunity to do so (Herzig & Jimmieson, 2006; Rouleau & Balogun, 2011). As such, understanding their experience of the transition process may highlight the role of the workspace change or the new workspace itself in such processes. This initial literature review showed that the opportunity was the intersection of these topics and particularly taking a practice approach to managing workspace changes. This is discussed in terms of the practices that the workspace enables and

in turn is shaped by (Berti et al, 2017) and was used to frame the research questions in the interview guide.

As part of inductive analysis once the data was gathered, additional topics were identified for review, to help frame and interpret findings. These topics were authentic leadership, sense of professional self, and change leadership. They were chosen as this inductive analysis, rather than finding specific change practices or activities, found that the practice and process of leadership was more important in shaping managers' change management experience. The opportunity highlighted by this phase of the literature review was to examine the importance of context when leading and particularly when leading a change. Each individual acting as a manager has their own skills, knowledge, and experience, that they apply to their organisation and team. A change is potentially just one of the instances in which they do this, with change leadership literature highlighting a lack of clarity around what change leadership is and what might be useful about it (Ford & Ford, 2011). Instead, their individual experience, relationships, and credibility, rooted in how they manage generally, may be key to successfully leading change (Ford & Ford, 2011).

Understanding all these interactions in context of understanding the transition process, as opposed to focusing on the change itself and its success or failure, from the view of a key person in that process who is both acted on and required to act on others (Balogun, 2003; Balogun & Johnson, 2004; Bryan & Stensaker, 2011; Huy et al, 2014, Luscher & Lewis, 2008; Stoker, 2006) may highlight opportunities for managing workplace changes ongoing. It may also either reinforce or disrupt a broader argument that organisational changes should be seen as being characterised by their diversity and by the range of their interactions. This means that multiple models and change approaches may be required (Cao & McHugh, 2005) to manage the many and interlinked process, structural, cultural, and political changes and impacts, that necessarily result (Cao & McHugh, 2005) when changes are enacted and disrupt organisations, and hence the people and practices enacted within or because of them.

Search Strategy

The literature review consisted of two phases. The first was on general keywords for this study's topic in order to generate appropriate research questions. The second phase, reflecting the interpretive approach and inductive analysis used for this research, was a review of literature on the topics that emerged from analysis. Throughout both phases, the general Multisearch function from the University of Canterbury's library was used,

supplemented by Google Scholar, and using keywords as a starting point, to identify relevant literature.

Phase 1: Contemporary Workspaces, Workspace Changes, Middle Managers During Change

Given the objective for this study was gathered around the central theme of the workspace and the workspace change driving sense-making for the change, the review began with an exploratory approach on literature on workspaces more broadly. It started with a high-level search for one of this study's keywords, 'contemporary workspaces.' Filtered to show scholarly and peer-reviewed articles, there were only 1,522 articles. An initial assessment showed workspace being used in an abstract or conceptual rather than in a material way, with workspace being a site of practice or relationship, mostly in fields like medicine, engineering, and psychology. An alternate and more direct search for 'open plan office' was used to understand how non-traditional workspaces were being studied, resulting in 911,641 articles overall and 120,130 when filtered to scholarly and peer reviewed articles. An initial review of the top findings showed research related to different elements of building and facilities management, such as ergonomics, acoustics, and design. The workspaces was then assessed in terms of their different impacts on the people working within them, either in regards to their satisfaction and hence productivity, or in regards to how aspects of the space, such as air conditioning, or the fittings within the space, such as hot desks, affected the behaviour and practices of the people within the space. Where change management or transition was discussed in terms of the workspace in either search, it was in relation to building or facilities management rather than the experience of developing and managing the transition process. A search for "activity based working", listed in these articles as a type of contemporary workspace, generated similar findings, with 2,898,906 results, down to 756,785 when filtered. Articles related to organisation workspace articles again focused on environmental and building elements of the workspace, with the other main fields for these articles related to medical or health related research.

Given the broad findings from these searches, a more specific search for 'workspace changes' was used resulting in 14,517 articles. A review of the top results generated similar findings, with a focus on the environmental and building management elements of the space and a large amount of medical or health related research. Building on the proposed sociomateriality focus of this study, the next search was for 'workspace materiality', resulting in 152 articles. Again, a mix of results were found, some talking about workspaces in a conceptual way, others interested in workspace materiality in terms of power and resistance

as experienced through that workspace, and some talking about workspace materiality but in terms of Information Technology (IT) or other artefacts within that workspace. Supplemented by a similar search on Google Scholar, this provided a range of articles to review. An additional search on “space sociomateriality” resulted in 116 articles which had similar findings and research topics, as well as some additional articles discussing space in organisations in terms of sociomateriality more broadly.

The focus then moved to finding literature for middle managers during change, starting with a general search for “middle managers”. The top results had a strong focus on different aspects of the role of middle managers, particularly in terms of change and innovation, even before the next planned step, searching “middle managers change”. Removing articles related specifically to health left a range of potential articles that touched on middle managers, top managers, organisational processes, and change processes. Finally, a search for “middle manager communication” was completed to understand the potential role of such communication in change and change management processes enacted and experienced by these managers. Analysis showed that research on management communication often focuses on organisational communication as much as manager or supervisor specific communication. Where it does analyse specifically managerial communication, the analysis can vary widely, such as studying organizational dissent (Zaini et al, 2017) or specific communication methods such as photo and video in specific forums like meetings (Wilholt, 2017).

The abstracts for the resulting collection of sources were reviewed to assess their fit to the objective of understanding how managers developed and implemented a change management approach and practices for a workspace change. Abstracts found to be informative were sourced and read in full. These were added to articles on sociomateriality, sensemaking, and space that were provided by lecturers and supervisors during the scoping, and nine research questions were drafted in line with findings and used in the interview guide.

Phase 2: Authentic Leadership, Sense of Professional Self, Change Leadership

Once inductive analysis was completed, additional topics were identified, and a second literature review was completed.

Analysis suggested that leadership aligned with values and experience were an integral part of each manager’s interpretation of their change management experience. The concept of authenticity captured this alignment, so a search was done on “authentic

leadership”. The results showed two main approaches, the first being literature focused on authentic leadership as a particular leadership style, theorised to be a root construct for other leadership styles, based in positive psychology, and with a range of theoretical and empirical articles since the mid-2000s. The second was literature critiquing this construct but using some of its goals or desired outcomes to argue for a different process or way of acting authentically. A range of articles for each theme were downloaded and analysed for this literature review, to better understand the practice of authentic leadership and the potential implications of not being able to lead authentically.

A related topic from the analysis was the role that managers’ professional identity, which includes their experience, skills, knowledge and their application of these to their roles as managers and as professionals, plays in how they lead. Authentic leadership literature necessarily highlights the importance of the leader and their identity in leading authentically, in line with its focus on leaders being true to themselves and hence being able to act authentically. However, it is more focused on the practice of leading authentically from within that identity than on the broader process of developing professional identity itself. Inductive analysis for this case study showed that professional identity was a common theme raised in or underlying managers’ accounts of their change management experience, for example by informing how they would have liked to approach the change and hence how they would have liked to lead authentically. A search for “professional practice” largely found articles related to teaching and health. This was tweaked to “sense of professional self”, which again mostly found teaching and health related articles, so was filtered to business articles only, resulting in literature focused on the processes and role of professional identity generally. Relevant articles were identified, downloaded and analysed for this literature review.

Another topic, building on these different elements of leading, was how leadership was practiced during change, in order to understand, highlight, and contrast any difference to leading generally. A search for ‘change leadership’ found over 1.3 million total articles, but only 145,116 when filtered to scholarly and peer reviewed articles. The resulting articles ranged across a variety of topics, including education and climate change, so a further filter to look at business related literature only was added. Abstracts were reviewed and relevant articles downloaded to be read in full and further analysed. Working through this process, the literature showed no clear definition on change leadership or what, if anything, about it was beneficial during a change, but did indicate likely directions on the potential importance of

the leader in context, with change being one more thing that they manage with their team. This linked change leadership to practicing leadership in general, and hence to topics like authentic leadership and sense of professional self. Finally, in order to understand and differentiate change leadership from change management, given the lack of clarity around the change leadership definition, a small selection of articles on change management were sourced from the references in the change leadership articles. Along with the change management process mentioned in the change leadership literature, these articles highlighted that change management is often focused on specific steps or frameworks used by managers and applied to the change, thereby contrasting with the change leadership literature that focuses on managers' capability to lead change, rooted in their day-to-day leadership practices, with the change as one part of the context that they would normally manage or expect to manage.

Finally, given the updated focus of this study after the inductive analysis was completed, the initial nine research questions were then refined to the final two research questions to better summarise and position this review and study.

Summary

The literature is analysed below in the order it was reviewed above, starting by looking at literature on contemporary workspaces, workspace changes, middle managers during change, in order to frame the nature of the change and the role of middle managers, who are the other key focus of this study, during change. The literature for these topics guided the drafting of an initial nine research questions used in the interview guide to gather data. They were focused on understanding the process of change management for managers before, during, and after the move into the contemporary workspace, and how the workspace did or did not shape those practices.

The second phase focuses on additional topics identified after inductive analysis was completed, as findings showed that the workspace did affect change management practices in certain ways, but more importantly also highlighted the importance of the process and practice of leadership for these managers. This leadership, aligned with their values and experience, informed and shaped how they interpreted their change experience for this workspace transition. Therefore the topics covered in this phase are these different ways that leadership is and was practiced, focusing on authentic leadership and sense of professional self in order to show how a manager's experience, skills, and knowledge can shape and inform their approach to managing, before investigating change leadership in more detail.

Phase 1: Contemporary Workspaces, Workspace Changes, Middle Managers During Change

The literature review starts by analysing literature on the specific change being analysed in this study, a move to a contemporary workspace, to understand the role that the change plays in the process of managing the change and in particular the nature of the change, workspace materiality. First contemporary workspaces are defined and then space and workspace in organisations is analysed to understand the impact of changing workspaces, an impact that may have to be managed or considered in the process of managing the change. Finally, the role of middle managers during change is examined, highlighting their role in the organisation generally and then specifically during change, with focus on both what they are often allowed or requested to do, as well as potentially what they might best be able to do, during changes.

Contemporary Workspaces

For this study, the workspace of interest is the office, which has come to dominate work globally, along with and because of the rise of knowledge and service industries post-1945 (Al Horr et al, 2016; Baldry, 1997). The office itself can be considered as having three aspects, the office building, the office space within that building, and then the office work within that space (Baldry, 1997, p.366), with the focus for this study being the latter two, or the interrelationship between office space and the office work within the space.

The literature, which often takes a building or facilities management approach, first discusses different ways that offices, and particularly office layouts, can be conceptualised. This can be based on metaphors that reflect the work processes of an organisation, such as cell, club, den, or hive, where hive for example refers to a mix of cellular and combined offices that are ideal for routine work at a simple workstation (Al Horr et al, 2016). Alternatively, it can be based on office types, from cell offices to different types of open offices, such as open plan, activity-based, combi and fleet (Berthlesen & Muhonen, 2017). Or it can be based on office layouts, such as private offices, shared or team offices, or open plan offices, which are then also classified according to their use, for example private or shared. These can be combined in various ways to create new and potentially innovative layouts, such as multi-space, multipurpose, or activity-based (Hongisto et al, 2016; Wohlers & Hertel, 2016). Summarising these approaches, De Croon, Sluiter, Kuijer, and Frings-Dresen (2005) propose three concepts that apply to both traditional or contemporary workspaces: the office

location, such as whether the work is done in an office or not; the office layout, such as whether it is open-plan; and the office use, such as co-working workspaces.

Within the framework of these office concepts, a variety of office layouts, including open plan layouts, are possible. Open layouts have been used since the 1930s in bull-pen formats (Baldry, 1997), with versions of the current open concept evolving from the 1960s onwards, from office landscape to open-plan, to activity-based flexible offices (A-FOs) (Wohlers & Hertel, 2017). A definition of contemporary workspaces therefore would be any that are based around the concept of flexibility, including open-plan, activity-based, coworking (Blagoev et al, 2019), and nomadic (Bean & Eisenberg, 2006), as compared to traditional layouts based on private offices. The drivers behind contemporary workspaces are often described as cost savings or perceived collaboration benefits (Baldry, 1997), although research has shown mixed findings on whether they actually do promote collaboration. Some research shows them working well in driving collaboration and communication (Smollan & Morrison, 2019), particularly when the change to them was managed well (Smollan & Morrison, 2019), but many find employees dissatisfied with elements of them in different ways. This can range from the environment, particularly in terms of privacy or acoustics, lighting, and ventilation or temperature (Hongisto et al, 2016); the effect on health, including increased sickness, lower job satisfaction, and lower productivity (Richardson, 2017); the effect on people working within them, such as perceived loss of autonomy and privacy (Van Merrewijk & Van den Ende, 2019; Wilhoit et al, 2016), or changes in communication patterns (Boutillier et al, 2008; Wohlers & Hertel, 2016) and collaboration (Berthlesen & Muhonen, 2017). Academics in particular strongly preferred traditional layouts and offices (Van Merrewijk & Van den Ende, 2019; Wilhoit et al, 2016; Wohlers & Hertel, 2016) because of how they work, on independent projects where they value autonomy and control (Wilhoit et al, 2016). This is also because of the perceived importance of assigned offices in allowing them to manage that work (Wilhoit et al, 2016). This research on workspace layout forms the largest body of research on organisational space (Taylor & Spicer, 2007) but Taylor and Spicer (2007) argue that it does not account for the ways that people attribute meaning and significance to a space, how power and resistance may shape it, and hence potentially how managing a change in workspace may be meaningfully done.

Workspace Changes

To build on this interlinking of people, practice, meaning, and space, this review looked for literature that addressed space in organisations and at the implications of changing

spaces more generally. This was intended to provide context for a change to a contemporary workspace specifically, taking a sociomateriality lens to frame the literature selected and the findings. Sociomateriality refers to the “constitutive entanglement of the social and the material in everyday organisational life” (Orlikowski, 2007, p.1438). This means that a social entity like an organisation is continuously constructed through interactions between people, language, practice, and material or physical environment over time (Langenberg & Wesseling, 2016; Weick, 2003), investigating how spaces and artefacts (or the material) pattern and are in turn patterned by work activities and practices (or the social) (Blagoev et al, 2019; Leonardi & Barley, 2008; Orlikowski, 2009; Orlikowski & Scott, 2008) and how “social processes and structures and material processing structures are seen as mutually enacting” (Dale, 2005, p. 641). The material can refer to artefacts used in practices, technology as developed (Leonardi & Barley, 2008) and as used by people to perform activities (Essen & Varlander, 2018; Fayard & Weeks, 2014; Orlikowski & Scott, 2008), or, in this study, to the spaces inhabited by the organization and the people, practices, and relationships enabled or constrained within it (De Vaujany & Vaast, 2014).

Within this context, the literature on space in organisations describes it as being central to understanding work (Halford, 2008), as workspaces represent and embody organisations (De Vaujany & Vaast, 2014) and enable and constrain what people do (De Vaujany & Vaast, 2014). This results in a key finding that workspace changes are more than just changes in the physical environment (Airo et al, 2012). The literature starts by conceptualising organisational space, with one approach being analysis of and reference to Lefebvre’s triad of dimensions on how space is produced (Berti et al, 2017; Taylor & Spicer, 2007). This triad proposes that there is a physical form that is generated and used, a mental representation of the space, and a lived dimension that is both a material and a mental construct (Berti et al, 2017, p.171). In a similar vein, Halford (2008), in an article on the sociologies of space, work, and organisations, proposes three strands to spatial theory thinking. First, where workspace is seen as a tool that represents and embodies power relations and hierarchy and hence the potential for resistance by workers. Second, where workspace is seen as expressing organisational or institutional values and aspirations, such as flexible working. Third, where the workspace is understood in terms of the people within them and their working selves, with “space as context or resources for performance of identity” (Halford, 2008, p.934). This view is in line with geographers who have long conceptualised space in terms of how it is “only through spatial arrangements of human

activities and objects that space is made” (Halford, 2008, p.935). It considers how space comes from human practices and objects arranged and experienced bodily, how it offers resources for people to take action or constrains them in taking action, how it is given meaning by people, and how meaning and experience are shaped by conditions and context that may not be of their choosing (Halford, 2008, p.935). It may also consider situations where space may not be understood, practiced, or experienced as intended (Berti et al, 2017; Courpasson et al, 2016; Smollan & Morrison, 2019). Berti, Simpson and Clegg (2017) build on this in their study of a Gehry designed workspace and building designed for a business school in Sydney, Australia, discussing space in terms of Lefebvre’s ideas on production of it, and then adding the concept of place to look at how values, meanings, and identity are infused into a space. This is proposed as making a specific place out of parts of a space (Berti et al, 2017, pp.171-2) as a way to distinguish between some spaces like airports and motorways that do not necessarily having meaning as workspaces (Berti et al, 2017) and places where meaning and hence identity is key and emerges from the space as designed and conceived but also from performances and practices by the people within that workspace (Berti et al, 2017, p.172).

From the viewpoint of managing a change in workspaces, the literature on space and sociomateriality considers spatial change processes from within this broader view of space. Namely that a workspace is more than just a physical environment, so a change in workspace is more than a change in physical environment (Airo et al, 2012) or of just space and materials (Berti et al, 2017). It is also a change of the practices, meanings, and values generated by the workspace and shaping it. As a result, “place is an ongoing accomplishment rather than the mechanical consequence of a managerial change initiative” (Berti et al, 2017, p.180). Change leadership literature shows that leading change generally means managing meaning (Langenberg & Wesseling, 2016), so an opportunity in the literature is to look at the link between this and workspace change. This means that managing workspace change means managing both the material change and the change in practices, meanings, and values that the new workspace either drives or causes to be created. Skoglan and Hansen (2017) studied spatial change management strategies from an architectural and design perspective and found that organisational studies in general, and hence organisational change management studies in particular, are not so interested in space. As such, these studies did not have much specifically to offer their review. Skoglan and Hansen (2017) did find that strategies with a focus on sociomaterial relationships and meaning making processes were more likely to be

successful when dealing with a spatial change (p.95), linking physical space to organisational aspects like culture and artefacts (p.104). This was described as meaning that the role of space both to and in management more broadly, is and should be considered, as because of its visible structure, it is assumed to be able to disrupt the current state and therefore drive transformational change in and of itself. A change in workspace therefore, as with most changes like a new product or service, new technology, restructuring, or mergers and acquisitions, is a change in practices, meaning, and value, and requires managing as such.

Middle Managers During Change

This leads to the next topic, assessing middle managers during change, to understand their roles and experience in the process of managing change, and whether these are different depending on the type of manager performing the change leadership (Hill et al, 2012; Rouleau, 2005).

Middle managers can be defined practically as “managers holding positions between the first level supervisor and the level of executives, below those who have company-wide responsibilities” (Herzig & Jimmieson, 2006 p.629) or more generally in terms of how their role works and how they therefore may experience it. This would mean defining them as people who both give and receive direction (Stoker, 2006). The literature shows that middle managers are often given a role in change processes of leading change execution, rather than change initiation (Rouleau, 2005). The literature shows that this does not leverage their strengths of proximity to employees and deep knowledge of context (Herzig & Jimmieson, 2006; Rouleau, 2005). Building on this point, studies have found that because of these strengths, middle managers should be involved in the strategic development of change (Herzig & Jimmieson, 2006; Heyden et al, 2017; Rouleau & Balogun, 2011) as changes initiated by middle managers can engender above average levels of support (Herzig & Jimmieson, 2006). This is especially true compared to change initiated by senior or top managers, who often are the ones driving the change initiation, strategic change activities, and potentially the process of the change (Hill et al, 2012).

This is important as middle managers’ sensemaking, and hence sensegiving processes, are described as key to the change process. This is because they must interpret the change with understanding for their context and use that understanding to, among other activities, undertake personal changes and help others through the change (Balogun, 2003). This gives them the effective role of change intermediaries (Balogun, 2003) and not just change implementer (Bryan & Stensaker, 2011). Herzig & Jimmieson (2006) describe uncertainty

management in a similar way, also finding it to be key to assisting employees in the change transition. Sensemaking in this instance is defined as social, communicative, and narrative processes of constructing meaning (Balogun & Johnson, 2004; Bean & Eisenberg, 2006; Brown et al, 2015; Konlechner et al, 2019), that are tied to processes of identity generation and maintenance (Brown et al, 2008), thereby highlighting the importance of considering the individual doing the sensemaking in the context that generates the need for it. Changes disrupt the current context and so trigger the need for sensemaking (Maitlis & Christianson, 2014; Maitlis & Lawrence, 2007; Rouleau & Balogun, 2011) by both managers and employees. Managers are expected to take the initiative (Langenberg & Wesseling, 2016) to create the space for creating meaning, while also having to incorporate their own perceptions of top managers' legitimacy as change agents (Huy et al, 2014) and hence of the broader change. Sensegiving by managers, described as a deliberate attempt to influence the sensemaking processes of others (Konlechner et al, 2019), has been highlighted as another part of the sensemaking process (Rouleau, 2005), reflecting the fact that sensemaking is not just a top-down process and employees can resist and potentially thereby alter sensemaking by managers (Maitlis & Christianson, 2014).

If middle manager sensemaking and sensegiving are key to the process of change, then the role that they are allowed to play in the change influences the scope of the sensemaking that they can do and hence the value that they can add. This is because middle managers often have no formal strategic role, particularly in change initiation (Rouleau & Balogun, 2011). They therefore may have to contend with the organisational structure and approach to the change, which may not recognise and support their sensemaking and sensegiving activities (Balgoun, 2003). This may result in top managers not giving the consistency of support (Hansell, 2017) nor communicating relevantly and as required (Helpap & Schinnenburg, 2018; Hill et al, 2012). The literature on middle managers proposes that senior or top managers can only exert so much control during change, requiring middle managers to find a way to make it work (Balogun & Johnson, 2004) and showing that they often do so. The literature also highlights that they can be constrained in doing so by the organisation structure and change role that they have been given.

Summary

The gap highlighted in the first phase of the literature review was the intersection of these topics and hence understanding the ongoing process of how managers made sense of, developed and implemented change practices for a contemporary workspace change. This

started with the role that middle managers were able to play in this particular workspace change, such as whether they were involved in shaping change strategy and/or change implementation. Then, within that role or scope, the managers look at how they approached understanding the change, with consideration for the nature of the workspace and the operational practices that shaped it and that it shaped. Finally, they can then develop plans to manage the change, specifically which change management approach and practices were applied to this change and the identified effects.

An initial nine research questions were generated for use in the interview investigating these topics before and after the move to the new workspace. These are listed below (and can also be found in Appendix 2).

1. How did you plan for this change to one, new contemporary workspace? What strategies and practices were required?
2. How were the effects of the workspace on people and practice identified and managed?
3. What effect did the form and intended affordances of the new workspace have on change management practices?
4. How did you prepare and organise staff members, including your team and others, before moving into the new workspace?
5. How effective do you think this preparation and organising was?
6. How have you managed and interacted with staff members in the new workspace?
7. Has anything changed from the period prior to moving into the Rehua building?
8. What opportunities and advantages have the new spaces afforded managers? What challenges have they posed?
9. What advice would you give others managing similar translocations?

While contemporary workspaces and workspace changes are well covered in the literature, these questions were intended to summarise the opportunity they highlighted of taking a practice approach to workspace change. This means considering the importance of space to practices, and practices to space, for both operational and change or transition practices, then linking this to existing insights in the literature about the role that middle managers often play in change. They are often focused on change implementation rather than

strategy, which can affect both the process of the change and the change itself, and where the effect of a workspace change is not clear.

Phase 2: Authentic Leadership, Sense of Professional Self, Change

Leadership

Analysis showed that the practice and process of leading was vital in informing and shaping managers' experience of the change management process for this workspace change. To this end, additional topics were identified for the second phase of the literature review to look at how leadership was practiced in different ways, starting with authentic leadership and how leaders act authentically and in line with their values. It continues by looking at sense of professional self to explore what professional identity means and how it informs how managers lead, and finishes by investigating change leadership with the goal of understanding whether or not it is understood to be different to day to day leadership.

Authentic Leadership

There are many leadership styles that can be and are studied, with authentic leadership being noted, in a recent leadership review, as just one of a group of emerging styles. This review found 31 of 752 leadership articles covered it (Dinh et al, 2014), while another found 91 publications in the period up to 2011, with 77 of them being published between 2005-2010 (Gardner et al, 2011). Analysis of the authentic leadership literature sourced for this review showed that it has two key representations in the literature, with some similarities in desired outcomes and underlying themes but with different theories, frameworks, and processes on how to get there.

The first definition of authentic leadership is as a particular leadership construct (Avolio & Gardner, 2005; Gardner et al, 2005; Gardner et al, 2011; Luthans & Avolio, 2003; Walumbwa et al, 2008) rooted in positive psychology and positive organisational behaviour (Luthans & Avolio, 2003). It finds authenticity in knowing and acting in line with one's true self and in the ethical behaviour that results from acting in line with one's values. The benefits, it proposes, include more authentic relationships with followers (Gardner et al, 2005), developing authenticity and authentic behaviour in those followers (Luthans & Avolio, 2003), and achieving better outcomes for organisations overall, including more ethical and hence sustainable outcomes and performance (Luthans & Avolio, 2003). This construct, marrying ideas about acting in a truthful manner and the assumed ethical or moral outcomes that result, has been explored in a range of theoretical (Arda et al, 2016; Ilies et al, 2005; Yammarino et al, 2008) and empirical research (Banks et al, 2016; Beddoes-Jones &

Swailles, 2015; Braun & Peus, 2018; Hendricks & Toth-Cohen, 2018; Laguna et al, 2019; Leroy et al, 2015; Ling et al, 2017; Olaniyan & Hystad, 2016; Peus et al, 2012; Ribeiro et al, 2018; Toor & Ofori, 2008; Wang et al, 2014; Zhu et al, 2011), as well as in various reviews both of leadership literature generally (Dinh et al, 2014) and of authentic leadership in particular (Garner et al, 2011) in the last fifteen years.

The second representation of authentic leadership, developed partly in reaction to the first, is seen in works representing a variety of theories and approaches. These range from existentialism (Alegra & Lips-Wiersma, 2012; Cunliffe, 2009; Tomkins & Nicholds, 2017), to object relations theory and critical management studies (Ford & Haring, 2011), to social constructionism (Liu, 2010; Nyberg & Sveningsson, 2014), to narrative identity (Sparrowe, 2005), to life story development and narratives (Shamir & Eilam, 2005), to the somatic self and the embodiment of authenticity (Ladkin & Taylor, 2011).. The common theme is finding value, not in the authentic leadership construct itself, but in ideas of authenticity more generally. In this representation, authenticity and the self is understood to be an “outward project” (Nyberg & Sveningsson, 2014) of understanding oneself in different contexts and in relation to others (Alegra & Lips-Wiersma, 2012; Caza et al, 2018; Sparrowe, 2005). Behaving ethically means making an effort to understand others in the same way, as opposed to focusing on the self, and in therefore seeking to improve “interactions at work for the sake of the people involved rather than the sake of the organisation” (Ford & Harding, 2011, p. 477). This second representation is often critical of and developed in opposition to the authentic leadership construct. It seeks to extend interest in the construct to deal less with ideas of true self and morality and more with ideas of authenticity, leadership, and followership in a contextual and relational way (Alegra & Lips-Wiersma, 2012; Ford & Harding, 2011; Ladkin & Taylor, 2011; Liu, 2010) that does not assume morality flows from authenticity. These two different constructs are discussed in more detail below, before being summarised in context of this study and its research questions.

Authentic Leadership as a Construct. As initially framed by Luthans and Avolio (2003) and expanded over the next several years by Avolio, Gardner, Luthans, and Walumbwa among others (Avolio & Gardner, 2005; Avolio et al, 2009; Gardner et al, 2005; Luthans & Avolio, 2003, Walumbwa et al, 2008; Zhu et al, 2011), the construct of authentic leadership (AL) was created as a response to a belief that the modern world is complex, both experiencing and at increasing risk of unethical behaviour and outcomes (Avolio & Gardner, 2005; Luthans & Avolio, 2003). It was therefore seen as requiring optimistic and ethical

leadership to help people and organisations manage this complexity and risk. This was framed in these articles as authentic leadership, defined as a root construct of leadership rather than just another leadership style, whose ethical output from its focus on a true self or a sense of self (Avolio & Gardner, 2005) made it different from other forms of leadership, such as transformational leadership (Luthans & Avolio, 2003). Based on positive psychology and positive organisational behaviour approaches that are assumed to enhance both people's psychological capacities and the organisational context that they operate within, the key concept underlying and linking all these elements and intended outcomes is that authentic leadership enacted within a positive psychology environment can be developed and learned, unlike transformational leadership and other leadership styles (Luthans & Avolio, 2003). Because it does not rely on inherent characteristics, as transformational leadership is proposed as being reliant on charisma, it is therefore implied to be appropriate to meet the goal of more ethical leadership long-term by allowing it to be planned for and developed (Luthans & Avolio, 2003).

The core definition of authenticity in these articles is rooted in traditional philosophy, most explicitly and commonly "to thine own self be true" (Avolio & Gardner, 2005; Luthans & Avolio, 2005). It is built on key articles like Kermis' (2003) on optimal self-esteem, where authenticity is defined as "the unobstructed operation of one's true, or core self, in one's daily enterprise" (p.1). Extending on this core philosophical base of being true to one's self, some key behaviours required for authentic leadership are identified (Luthans & Avolio, 2003), with some minor refinement over time in later research (Walumbwa et al, 2008). This starts with the need for a leader to have self-awareness, to aim for relational transparency, to have an internalised moral perspective, and to aim for balanced processing, which relates to how much and how well they solicit opinions and viewpoints from others (Walumbwa et al, 2008). These behaviours are understood to allow the leader to act authentically towards followers and thereby enable the leader to drive authentic behaviour in those followers. This creates and reinforces a positive organisational context and positive psychological capabilities for the organisation as a whole (Luthans & Avolio, 2003). Building on the concept of "to thine own self be true", these theoretical articles also refer to the importance of the leader's life experience in shaping and driving their authentic leadership (Walumbwa et al, 2008).

More recent empirical research has focused on exploring the construct in more detail, with some mixed findings. Several articles on authentic followership have confirmed that

authentic leadership, where the leader is perceived to be authentic, does drive some positive outcomes. These include higher follower trust and engagement (Gardner et al, 2005; Peus et al, 2012), more initiative (Laguna et al, 2019), more satisfaction (Leroy et al, 2015; Olaniyan & Hystad, 2016), higher affective commitment and hence increased individual performance (Ribeiro et al, 2018; Wang et al, 2014). However, others have found that it is not different enough from transformational leadership to be its own construct (Banks et al, 2016), that its effects are there but less important than personal drivers (Braun et al, 2016), that it is not enough by itself, but still requiring a personal philosophy of leadership for each leader (Beddoes-Jones, 2015), or that it is not as effective as other styles, like servant leadership, in some situations (Ling et al, 2017). Additional theoretical work has also questioned its uniqueness, assessing the need for more research to continue to test it to expand understanding and better define the construct (Gardner et al, 2011).

Taken together, authentic leaders are positioned as being vital to organisations in a complex, ever-changing world. Working and leading are proposed as contexts where they can operate with “no gap” (Luthans & Avolio, 2003, p.248) between their espoused and practiced values to drive the same authenticity in their followers using defined authentic behaviours. Authenticity in this sense means simultaneously what they value, its alignment to how they act, and, most importantly, perceptions by followers of how they act, that is whether it is in an ethical, moral and authentic way. The uniqueness of the construct and the success of the particular behaviours and approach are still being tested, with some research proving elements of the construct and some questioning it.

Process of Authenticity and Leadership. In the second representation of authentic leadership, authenticity is also valued, but with a different understanding of what it is and what the process to achieve it requires. It is particularly focused on the constructed, situated, and contested (Nyberg & Sveningsson, 2014) nature of leadership and of authenticity and its reliance on multiple selves and consideration for other selves, putting it at least partly in contrast to authentic leadership as a construct. This is seen in three main themes from the literature. First, that seeking to understand one’s self should be done as part of one’s approach to life, but it is not sufficient in and of itself, because the self can only be understood in context of others (Alegra & Lips-Wiersma, 2012; Cunliffe, 2009) and hence in terms of a leader’s and followers’ multiple selves and their evolution over time and in different contexts (Caza et al, 2008). Second, that it is not an inherently ethical or moral process. Third, that the construct of authentic leadership as described above may

counterintuitively therefore constrain that authenticity of the self by being focused on presenting and enacting a collective self (Ford & Harding, 2011). This is because it is seen as not allowing for authentic expressions of failure (Liu, 2010) or negativity (Nyberg & Sveningsson, 2014) or even the inauthenticity inevitable as part of evolving identities (Alegra & Lips-Wiersma, 2012; Tomkins & Nicholds, 2017) and hence the overall impossibility of a true self (Ford & Harding, 2011).

The definition of authenticity in this literature is based on the evolving and constructed processes of identity (Tomkins & Nicholds, 2017). This means that authenticity is seen as a process of creating meaning by understanding one's self in relation to others in multiple contexts and while the self, the others, and the context continually evolve (Caza et al, 2018). Authenticity is thereby described as being a "personal project even while it unfolds within the relational context of our engagements with the world" (Tomkins, 2017, p.258). It is described as being focused on an existential project of "essentialising fragmented and conflicting selves" (Nyberg & Sveningsson, 2014), and with the belief that fundamentally, the "true self is not discovered absent of others but is constituted in relation to others" (Sparrowe, 2005, p.421). Managing is an example of this (Cunliffe, 2001), as managers, "along with other organizational participants, author the shape of their organization's operational space or social landscape, as well as a sense of their own identities and the identities of those around them" (Cunliffe, 2001, p352). They thereby leverage their own life story, including self-identity (Shamir & Eilam, 2005) in the context of managing and while acting to balance paradoxes and tensions (Ladkin & Taylor, 2010). The outcome or the purpose of this authentic leadership therefore is not seen as the manager driving authenticity in others as each person has to derive their own meaning (Alegra & Lips-Wiersma, 2012) but to take responsibility for one's self and to work with and for the benefit of others (Cunliffe, 2001; Ford & Harding, 2011). This, along with taking one's responsibility for one's self, is what is defined as ethical (Cunliffe, 2009), as compared to authentic leadership as a construct itself, which is not understood as being inherently ethical or moral (Ford & Harding, 2011; Nyberg & Sveningsson, 2014). The focus is on the value of acting authentically as a leader, as part of and through a process of understanding one's self and the others that one works with.

Summary of Authentic Leadership. For the purposes of this study, authentic leadership is summarised as the ongoing process of managers understanding what is important to them as a leader based on their experience and self-identity, applying their

experience and skills to the context within which they are a leader to assess and understand that context, and, most importantly, leading and acting in line with their assessments and for the purpose of working with and supporting their followers. This highlights the ongoing and constructed notion of leadership (Nyberg & Sveningsson, 2014) and of identity, including identity as a leader, (Caza et al, 2018), but also of the importance of acting with intent as a leader, for one's self and for others.

Sense of Professional Self

In the next section of the review, the role of professional identity in how managers practice leadership was examined in more depth, by looking at sense of professional self. At a high level, there are three intersecting topics discussed, first, identity in general (Brown & Coupland, 2015; Buch & Anderson, 2013; Reissner, 2010; Sheridan, 2013), second, social identities that provide common assumptions of what, for example, a role like a manager is and does (Atewologun et al, 2017; Evetts, 2003; Hay, 2014; Neary, 2014; Nixon, 1996; Watson, 2008), and, third, professional identities, constructed from balancing self-identity and relevant social identities (Alvesson et al, 2016; Ashforth & Humphrey, 1993; Beijard et al, 2003; Davis & Venter, 2016; Hay, 2014; Järventie-Thesleff & Tienari, 2016; Pratt et al, 2006; Reay et al, 2017; Watson, 2008). This is a process which is particularly relevant when there are changes or disruptions, as they trigger identity construction processes (Degn, 2017; Hay, 2014; Ibarra, 1999; Jain & Maltarich, 2019; Petrakaki et al, 2016; Pratt et al, 2006; Winter, 2009).

Overlapping with elements of authentic leadership definitions in terms of understanding one's self, identity in these articles is defined as when "individuals develop a sense of who they are, what their values, goals, and beliefs are, and what they ought to do" (Ashforth & Humphrey, 1993, p.98). Watson (2008) explains that "identities are matters over which struggles take place" (p.130) and Ibarra (1999) defines them as being constructed and negotiated in social interaction, highlighting the role of context and others in identity work. Professional identity is therefore also an identity, with the difference being the context of work, professional roles and, for managers, a managerial role, where construction and evolution are required to "accommodate role demands and modify role definitions to preserve valued aspects of their identity, attaining a negotiated adaptation to the new situation" (Ibarra, 1999, p.765). Another part of professional identity is professions, as a specific part of the work context. Professions are defined as "essentially the knowledge-based category of occupations which usually follow a period of tertiary education and vocational training and

experience” (Evetts, 2003, p.397), part of a series of definitions which all play on the idea of expertise and qualifications (Atewologun et al, 2017). Evetts (2003) also offered a different definition that focused on the intent of professions, in terms of them being “the structural, occupational and institutional arrangements for dealing with work associated with the uncertainties of modern lives in risk societies” (p.397). Professional identity therefore reflects both an individual’s identities at work, including being a manager, and the professional standards and expertise related to a specific profession, present as part of ‘work’ for that individual.

This definition of professions, based on expertise and qualifications, and with the goal of managing various kinds of risk (Buch & Andersen, 2013), leads into the other two main topics in the literature on sense of professional self. The first is social identities or commonly understood definitions of what a profession or a role is and does. The second is the professional identity that results from an individual considering both their self-identity and the relevant social ones (Brown & Coupland, 2015). Watson (2008) found that this process starts with multiple socially available discourses, such as on management and professionalism, then a multiplicity of available social identities result, such as what it means to be a manager, and finally the process of identity work by an individual in response to their social identities, such as working out how they can be and are a manager. Part of what shapes social identities, and therefore is considered when an individual does professional identity work, is the role of others. This ranges from the expectations that others have for individuals in certain roles (Ibarra, 1999), to how others, such as other managers, may demonstrate their own version of the professional identity (Buch & Andersen, 2013), to feedback that others may provide in an attempt to moderate that identity (Ibarra, 1999) to the power that others within the organisation may hold (Avlleson et al, 2016; Brown & Coupland, 2015; Jäärventie-Thesleff & Tienari, 2016) and that the individual may have to adapt to. Expanding on this, the role of identity is also shown in research findings that feedback and response was moderated by identity (Ibarra, 1999), showing that the views of others are important, but still need to be received and interpreted by the individual (Watson, 2008).

The outcome of this process is the individual’s professional identity and, as a key part of that, how that individual is affected by that identity. They may or may not be able to satisfactorily balance their self-identity with the social identities that apply and hence may not be able to satisfactorily enact a professional identity. This degree of congruence between their self-identity and the professional identity that they enact is core, as “self-presentations

that can be justified as representative of the self are more likely to be internalised than those that clearly contradict private self-beliefs” (Ibarra, 1999, p.77). If they are not congruent, then it can result in emotive dissonance and self-alienation (Ashforth & Humphrey, 1993). Like identity work, professional identity work therefore also arises from struggles and tension between identity and social identity or roles. Examples in the literature range from scientists who also became entrepreneurs in order to resolve the gap between scientific identity and business goals (Jain & Maltarich, 2019), to academics who are managers. having to work through their identities as an academic and as a manager (Nixon, 1996; Winter, 2009), to family physicians who went through business model changes that affected their professional identity (Reay et al, 2017), to doctors resisting the implementation of a new system due to the risks they perceived it to pose to their position and hence their professional identity in healthcare (Pettrakaki et al, 2016).

Part of managing is the manager understanding themselves in a professional context and in their role as a manager, based on their experiences and skills in that professional context and in such roles. It also requires them working through how to balance and show congruence between that self-concept and the social identities that represent what they themselves and others think that a manager is and should be. Where this is not done, the impact can be internal, as when Hay (2014) found that some managers struggled and felt inadequate because of the perceived mismatch between their self-concept and the social identities of managers, meaning that they were constrained by and aware of the accepted notion of a manager (p.518). However, the implication is that it also may have an external impact, shaping their ability to manage others and hence the perception of them in their role as managers.

Summary of Sense of Professional Self. The literature on authentic leadership and sense of professional self, when assessed in terms of the process of how managers approach managing, focuses on the importance of identities, from self-identity, to social identities, to professional identities. It also therefore points to the importance of particularity and context, of considering each individual who is a manager, with their particular experiences and skills and their own professional identity that they have constructed and seek to enact, and then considering them in the context of the particular organisation, team, and followers that they manage. The opportunity in the literature is further exploring how they lead authentically, how and why they might be constrained in doing so, and the impact that has on how they are perceived as managers.

Change Leadership

If authentic leadership and sense of professional self refers to the leader understanding themselves in relation to others and acting within a particular context, then change disrupts their context in some way and so requires a leadership response that may or may not fall within normal leadership practice. Therefore, literature on change leadership and change management were assessed to determine how leadership during change works, both in terms of managing the change and day to day operations in parallel. Analysis showed some common topics and themes, but also variations in findings, that mean the literature both highlights the importance of change leadership during change and the difficulty of quantifying how important it is and, in particular, what is important about it (Ford & Ford, 2011; Oreg & Berson, 2019) and whether it is actually different from leadership practiced day to day (Ford & Ford, 2014).

Part of this tension arises from the fact that change leadership is not as well studied as leadership studies or organisational change studies (Hughes, 2018). One review (Ford & Ford, 2011) identified only 14 relevant empirical articles between 1990-2010 and then further identified significant gaps in understanding the role of change leadership within them. Organisational change studies (Hughes, 2018) include change management (Ford & Ford, 2011), and are dominated by practitioners rather than researchers (Hughes, 2018). Change leadership is positioned as bridging these two different approaches that do not normally intersect (Herold, 2008), indicating both an opportunity to study change leadership in more depth, and a need to do so, to better understand its relevance to change and associated change processes and practices (Ford & Ford, 2011; Oreg & Berson, 2019). This is particularly relevant if, as some researchers propose, the primary responsibility of managers is leading change (Burnes & By, 2012; Burnes et al, 2018; Gaetz, 2014).

Defining change leadership frequently starts by looking at different approaches to and different parts of leadership more broadly. As a simple beginning, Ford and Ford (2011), in their review of change leadership literature, summarise it as those aspects of leadership critical to change. In other works, leadership itself, and not a leadership style or behaviour, is defined, within the context of a change that will cause disruption to the norm and therefore a presumption that leadership is required in response. In this context, leadership is framed as a social process that seeks to influence. The goal of influencing ranges from “a process of reality construction that takes place within a specific context” and “that exposes the values and beliefs of both leaders and followers” (Hamilton & Bean, 2005, p.336), to “a process of social influence in which individuals want to feel included, supported and reinforced,

especially during change” (Kavanagh & Ashkanasy, 2006, p.89), to an “ability to influence a group towards fulfilling a vision or a set of goals” (Vos & Rupert, 2018). Implied in this definition is that leadership, which is practiced in day to day operations, is then also applied to the change.

In line with the underlying areas of leadership studies and organisational change studies that can be seen to contribute to elements of change leadership literature, change leadership has additionally been defined a range of ways, including in terms of leadership styles and behaviours generally (Battilana, 2010; Ford, 2014; Gaetz, 2014; Guerrero et al, 2017; Kavanagh & Ashkanasy, 2006; Ling et al, 2018; Sharif & Scandura, 2014). It has also been defined in terms of transformational leadership in particular (Abrell-vogel & Rowold, 2014; Caulfield & Senger, 2017; Faupel & Süß, 2018; Hamilton and Bean, 2005; Hechanova & Cementina-Olpec, 2012; Herold, 2008; Magsaysay & Hechanova, 2017; van der Voet, 2014), as well as in terms of activities related to change management that a manager or leader may be responsible for or involved in, such as change-related communication and setting the vision (Bel et al, 2018; Canterino, 2018; Chang et al, 2017; Hartge et al, 2019; Kraft et al, 2018; Malhotra & Hinings, 2015; Muluneh & Gedifew, 2018; Santhidran, 2013; Vos & Rupert, 2018; Whelan-Berry & Somerville, 2010). It may also refer to formal roles appointed to manage, such as project and change managers (Pollack & Algeo, 2014). In the former definitions, leadership can still be seen as being applied to the change context as it is or would be in normal operations. There is also some focus on particular styles like transformational leadership in response to the nature of the context or the disruption that a change causes, and assessments of when transformational leadership or other such styles can be useful. In the latter definitions that are more rooted in change management and hence organisational change studies, the focus is on the activities that leaders or managers apply to a change, but varied as to what works and how it works. Potentially only two of those activities, creating and communicating a vision, and creating empowering opportunities, (Herold, 2008), have actually been proven to be effective. Leadership styles and behaviours often then focus on the actions of managers, particularly top managers, and at times explicitly middle managers, as the ones doing the leadership. Some researchers argue that leadership and hence change leadership needs to also be considered in terms of distributed leadership and leadership behaviours that could be demonstrated by multiple people, including multiple leaders for the same change (By et al, 2016; Ford & Ford, 2011). Success of any of these approaches is framed in terms of change success requiring employee commitment to change,

which in turn requires change readiness (Santhidran et al, 2013). The role of leaders, leadership, and change management activities in driving this is then entangled throughout that process. The scale of success was unclear, with one study (Hechanova & Cementina-Olpoc, 2012) finding transformational leadership and change management accounted for 30% of the variance of commitment to change, indicating its importance, but also that other factors like nature of the change and organisational culture need to be considered as well.

As such, what the literature highlighted overall was that there is no single way to successfully lead change (By et al, 2016). Instead the context, the change, and the process of the change (Jack Walker et al, 2007; Neves & Schyns, 2018) need to be considered, particularly in terms of the expectations that this overall view drives for leaders as to what functions, behaviours and activities are required (Ford & Ford, 2014; Oreg & Berson, 2019; van der Voet, 2014). It also needs to be considered in terms of valence or the personal impact that it has on individuals and hence the leadership opportunities created (Faupel & Süß, 2019). As change leadership means multiple forms of leadership being displayed, it may also mean multiple leaders managing different parts of the change as well (Ford & Ford, 2014). If the change has a substantial impact on individuals, then change leadership and change management activities may be assessed more favourably (Herold, 2008), whereas the same ones may not be favourable in a low impact change (Herold, 2008). The particular leaders managing this change also then matter, as part of the context and hence the process of the change. This is seen in whether they are task or person oriented (Battilana et al, 2010) and hence what leadership functions they are comfortable performing generally and in context of the change, from task-oriented functions to divide up labour, to relations-oriented functions to build a supportive social climate, to change-oriented functions to identify and envision the future (Ford & Ford, 2014). All this also relates to the leader in context, and the leadership style, behaviours, and functions displayed before the change, that have or have not created relationships and social norms (Herold, 2008; Ling et al, 2018). These in turn allow leaders to influence the personal reactions of change recipients (Ford & Ford, 2011). However, while transformational or charismatic (Gaetz, 2014) leadership style behaviours are proposed as being more effective than change activities in shaping affective commitment to change, some leaders are not transformational leaders, so may rely on change management activities to manage the change instead (Ford & Ford, 2011). Other researchers also argue for the importance of ethical leadership throughout this process (Burnes & By, 2012; Burnes et al, 2018; Sharif & Scandura, 2014). This links change leadership to authentic leadership and

sense of professional self, in terms of how to act authentically and ethically, with the change being one context to which it can be applied. In this sense, who is leading the change, their skills and relationships built in context, and the process of how they lead, is important at least partially, to how the change is received and the effect it has on recipients' commitment to the change and readiness for it (Bel et al, 2018; Kavanagh & Ashkanasy, 2006).

Finally, when considering the context, the change, and the process all together, two underlying considerations were identified that may shape how change leadership is or should be practiced during a change. First, that organisational change can be characterised by its diversity and interactions and hence that it requires multiple models and approaches to manage all the process, structural, cultural, and political effects (Cao & McHugh, 2005). Building on this, the second point is that leading the change can affect leaders, potentially negatively, in terms of being required to exercise power and self-control for a long time. Such effects can be both personal and professional, potentially affecting them, their position and their credibility if a change is led poorly, even if it is not they who drives the overall change or the change process (Ford & Ford, 2011). The change process therefore may need to consider these complexities and how they will be managed for the leaders involved throughout the process, as well as the change management functions, behaviours, and activities performed.

Overall, change leadership literature, similar to authentic leadership and sense of professional self, highlights the importance of the individual manager and context, particularly their knowledge of their context. It mixes the skills and capability of managers, expressed in their leadership styles and behaviours before the change, the resulting relationships that they have built with their teams and with other leaders and their understanding of the organisational context, combined with their assessment of the change and its effect on the people and their context, to identify and implement the change-related leadership functions, behaviours, and activities that suit their skills and that they believe the context to require. Their ability to lead may, however, also be shaped by others, particularly other leaders and managers, likely to be involved in and driving organisational changes as well. This can be positive in terms of supporting and delivering a change given its complexity and the difficulties of one leader managing it for the whole change (Cao & McHugh, 2005). It can also be negative, where it results in the change being led poorly overall, which then affects the existing relationships and culture built by the manager within their team (Ford & Ford, 2014).

Summary of Change Leadership. The literature varies in how it portrays the importance of leadership to change and, in particular, what is important or effective about it, but assumes that managers do and are expected to play a part, given how change management is currently practiced (Hechanova & Cementina-Olpoc, 2013). This is seen in the focus on change management activities, such as envisioning and communicating (Hartge, 2019; Herold, 2008). It is also seen in the fact that leaders have been identified as being important in leading at least some elements of change (Oreg & Berson, 2019), particularly where it relates to their existing leadership abilities, resulting pre-existing relationships and hence their ability to shape personal responses to the change (Ford & Ford, 2014; Gaetz, 2014; Herold, 2008; Ling et al, 2018). When analysing what is involved in managing the change, three elements were highlighted in the literature; the context, the change, and the process of the change. The context relates to how managers practice leadership generally, in line with the literature on authentic leadership and sense of professional self, which focuses on how managers develop professional identities relevant for themselves and for the context, the organisation and the team that they act within. Managing the change therefore is the process of the change, or how leaders act in line with their professional identity. This is shown in examples such as leveraging existing relationships, or when change management activities are used to replace relational approaches in instances where the manager does not display those behaviours (Oreg & Berson, 2019). For the specifics of leading the change, the type of managerial role held by the individual may shape the change scope that they are allowed to manage, with middle managers often being directed towards change implementation and execution rather than change initiation.

Summary

Inductive analysis highlighted additional topics requiring review, in order to facilitate the interpretation and framing of the findings for this study. In particular, understanding the practice and process of leadership within organisations was required, given how important values and experience are to how managers interpret their change management experience. This meant focusing on authentic leadership, sense of professional self, and change leadership. Simultaneously informed by insights from the inductive analysis, review of the literature on these topics showed a common theme. This was well-covered in literature on authentic leadership and sense of professional self, but only touched on in change leadership literature; namely that leadership, both day to day and likely during changes, is contextual, and so is concerned with the particular leader, with their particular identity and hence

experience, skills, and knowledge, applied to their particular context, with change being just one type of context. This approach to defining leadership contrasts with alternate approaches that assume or investigate specific attributes or behaviours as being key to leadership.

Change leadership literature in particular suggests that successful change management, instead of relying on change activities and change frameworks, may actually rely on managers' existing leadership abilities rather than any specific activities. Nevertheless, it highlights gaps in what change leadership is and what makes it effective either way. The opportunity resulting for and informed by the findings of this study was to assess the values and experiences when leading, in context of how managers led the process of transitioning operations from a traditional office layout to a contemporary workspace. The research questions were then reviewed and summarised into the final two research questions for this study, focused on the process of how managers made sense of, planned for, and implemented change practices, and the effect of the workspace on those change practices.

Summary

This chapter reviewed literature to help define the focus of the study and to help frame and interpret the findings as they emerged. Phase 1 of the literature review focused on the conceptual and development phases of this study by analysing workspaces, workspace changes, and middle managers during change. The opportunity that resulted was to take a practice view of workspace changes, in line with literature that views workspaces as more than just physical environments. Instead, they are seen as areas where a space shapes practices within it, while practices also shape the space. This practice approach was focused on seeking to understand the process of how managers understood the effect of the workspace on those practices, how they developed and implemented change management practices to manage those effects, and then how they understood their role and capacity to act as middle managers during a change. This resulted in nine research questions used in the interview guide.

Phase 2 of the literature review focused on topics related to insights from inductive analysis that emphasized the role of values and experience when leading. This was deemed integral to shaping how managers made sense of, planned for, and implemented change management for this workspace change. The topics identified were authentic leadership, sense of professional self, and change leadership. Insights from the literature review of these topics helped flesh out and shape the findings, while insights from the findings in turn also highlighted connections and insights in the literature that may not have been clear otherwise.

It resulted in an opportunity and a focus on understanding how leadership worked and how it expressed the manager's values and experience. It did this by analysing the leader in context, and assessing the space that the leader did or did not have to enact their leadership and what that meant for how they led, for the change and for its associated change management practices.

Combined with another key finding from the inductive analysis, the role that the workspace played in the change and hence with the initial literature review analysis on workspaces and how workspace changes are managed, the initial nine research questions were reviewed and the final two research questions were drafted to summarise and guide this study, looking at how managers made sense of, planned for, and implemented change and how the workspace affected those change practices.

Chapter 3: Methodology

A case study methodology was used to explore how managers developed and implemented change management practices and processes as their organisation transitioned from a traditional office layout to a contemporary workspace and how they made sense of their change management experience. This allowed the same workspace change to be assessed from the view of different managers involved in the change, focusing analysis on the sensemaking for the change management processes rather than on the nature of a particular change. Individual accounts were gathered by interviewing managers several months after the transition and while they were working within the new workspace, to allow both a retrospective view of how they managed change, and an assessment of the state and impact of the change and the role of change management post-transition. As this study analyses the sensemaking of managers, an inductive approach was used to analyse these accounts and generate insights, as part of an interpretive paradigm (Tracy, 2013, p.40).

This chapter describes the research approach, including the techniques used to gather and analyse the data and the ethical considerations and limitations of the study.

Qualitative Research

A qualitative interpretive research design was selected for this study. This approach aligned with the exploratory approach to the topic and the goal of seeking to understand the sensemaking processes of managers responsible for leading the transition of operations to a contemporary workspace within a particular organisation by gathering their accounts and interpreting them, rather than analysing them against existing hypotheses or frameworks. Qualitative research is well suited for open ended and how questions (Kraft, 2018) due to its focus by the researcher on immersion in a scene or topic, with the goal of generating meaning in context and from many small points understood in detail (Tracy, 2013). There are three core concepts making up qualitative research that enable this (Tracy, 2013). The first concept is self-reflexivity or understanding the role that the researcher, who is the primary instrument for data collection and analysis (Hannes & Lockwood, 2012), and their experiences and points of view play, in shaping the research process. The second is immersion in the chosen context by that researcher in appropriate ways, such as interviews or observation or data gathering. The third concept is the use of thick descriptions by the researcher, to gather small and dense details and generate large conclusions about them, as “meaning cannot be divorced

from this thick contextual description” (Tracy, 2013, pp.3). Qualitative research therefore takes an emic approach (Tracy, 2013) of understanding and “making sense of phenomena from the participants’ viewpoint.” (Hannes & Lockwood, 2012, p.6). Often linked to interpretive or constructivist paradigms, qualitative research can be used by a range of different paradigms (Tracy, 2013). However, it must be used within this framework that seeks to understand a particular context in depth and from the view of the participants of that context. Research therefore often also takes an inductive rather than deductive approach to generating and structuring insights. Because of the sensemaking focus of this research, along with its exploratory focus and goal of understanding the sustained process of change management for a new workspace over time, a qualitative approach was deemed most appropriate. This leveraged the strengths of qualitative research, generating contextual explanations and situated meanings through immersion in and understanding of social action within a particular context, which are integral to sensemaking (Tracy, 2013).

Role of the Researcher

The role of the researcher is to assess and ensure the quality of the qualitative data and hence the insights, as they are the primary instrument for gathering and analysing data (Hannes & Lockwood, 2012). Tracy (2013) advises that the criteria for assessing qualitative data is different from the objective, reliable, and generalisable criteria used in quantitative research. Instead, Tracy (2013) argues that it should focus on elements related to the strength of qualitative research in generating contextual understanding and meaning. Examples include choosing a topic worth researching, the researcher showing that they understand and play an appropriate role in the research and building credibility through thick descriptions and showing rather than telling. Focusing on these kinds of elements applied for this study, the researcher’s professional experience also led to interest in the topic of workspace changes. In the period just before and overlapping with the period of this research, the researcher’s work involved two contracts for three different organisations who were implementing workspace changes, including contemporary shared workspaces, with the goal of driving operational changes. Working on projects related to these workspace changes and having some immersion in the experience of the change management process being used, both as a participant and through discussions with the employees that would be affected, created interest in examining the management and change management processes of workspace changes in more depth. This was due to the strength of feeling that employees had about these kinds of workspace changes and the processes being used to run them, both

positive and negative. In particular, anecdotal feedback and interest in the poor outcomes of contemporary workspaces was raised and lightly researched by employees on their own initiative, on a number of occasions. This indicates that history and pre-existing understanding of the workspace could shape responses to it and to the change management processes used.

This interest and experience of the topic, plus the researcher's familiarity with change management frameworks and processes from a practitioner view, resulted in an assessment that workspace change is a topic of interest for organisations. Also, focusing on change management within workspace changes as the topic was one that the researcher was experienced in and could likely be confident in taking an exploratory approach to. The other elements of data quality, such as the rigorousness of the approach to gathering data and building up credible and thick descriptions that show rather than tell (Tracy, 2013) are addressed in the research design below.

Research Design

Case Study Research

As this study sought to develop an in-depth understanding of a contemporary phenomenon that has not yet been explored in detail and in context, specifically, how middle managers make sense of their experience of managing the transition from a conventional to contemporary workspace, a case study approach was selected.

There are variations in the definition of a case study, with Flyvbjerg (2011) finding that most definitions are not clear, and in fact muddy understanding. Yin (2018) suggests two parts to a possible definition, in an attempt to address the difficulty of creating a single definition. The first is the scope of the case study, where it is understood as an empirical method used to understand a contemporary phenomenon in depth and in context. The second is the features of the case study, where it is understood that there are more variables of interest than data points, requiring triangulation of data and development of propositions to guide data collection and analysis. In this context, Flyvbjerg (2011) addresses some common criticisms of case studies. These include that general knowledge is more valuable than concrete case study-level knowledge, that case studies cannot be generalised from, and that they only add value in terms of generating hypotheses to be analysed by other methods later. Flyvbjerg (2011) instead argues that the social sciences more broadly are not able to produce general, non-context dependent theories. Therefore, the strength of the case study is in its

ability to produce precisely the context-dependent knowledge that social sciences can and does produce. Similarly, Tracy (2013) states that case studies are not intended to and should not be judged against statistical generalisation, but instead aim at transferability and naturalistic generalisation. This means that they should be judged on that basis, namely what they are trying to do and not what they do not do (Tracy, 2013).

These case study strengths of depth, high conceptual validity, understanding of context and process, and of what causes a phenomenon, as well as fostering new hypotheses (Flyvbjerg, 2011; Hamel et al, 1993) were judged to fit with this study and its research questions. This is because they sought to gather accounts from different managers involved in the same workspace change and so to understand their sensemaking processes for managing that workspace change, understanding in depth and in context of a sustained and sensemaking process.

Interpretive Paradigm

When determining the paradigm used to shape the research and hence the process of generating insights, interpretivism was chosen because of the sensemaking and contextual focus of the research topic and the qualitative methodology used to structure it. Tracy (2013) describes interpretivism as the view that reality and knowledge are “constructed and reproduced through communication, interaction, and practice” (p.239). This paradigm means that is that there is no objective reality, but rather, contextual and situated meanings that are mediated through the researcher. The researcher seeks to empathise with participants and generate their own interpretations of what they perceive the participants to be experiencing (Hay, 2013; Tracy, 2013).

Sensemaking, as described by Weick (2005), is an ongoing and social process of organising that helps people rationalise and make sense of what they have done or may do, and as such is about “the interplay of action and interpretation rather than the influence of evaluation on choice” (Weick et al, 2005). This research sought to understand the sensemaking processes, and hence the interpretations, of middle managers managing the process of a change in workspace layout within a particular case study organisation. It did this by gathering their accounts and using an inductive approach to build up from those accounts. An interpretive paradigm, with an inductive approach, also kept the focus on the participants and their accounts of their sensemaking processes, including their interpretations. This ensured that the researcher’s experience with change management and projects did not

cause assumptions from other initiatives to be made when assessing and understanding these managers' change management process within this particular context.

Data Collection

Framing the Case Study

This study required an organisation that had recently moved from a traditional workspace layout, such as with offices, to a contemporary workspace, such as an open plan or activity-based or flexible office. Identifying relevant organisations relied on a mix of networking and discussion with peers and supervisors. One organisation, a College at a university, was identified through discussion with a supervisor. This resulted in a senior manager at the organisation being contacted to determine their willingness to participate. After an initial in-person meeting, an information sheet and research proposal were sent to the senior manager to take to the organisation's executive meeting for consideration. The initial proposal, which included five phases with different activities, from log books, to typology development, to interviews, and which was focused on a broader topic of mapping the effect of the workspace change on managerial practice, was rejected, due to the time it would take from the organisation's managers. After discussion with supervisors, the proposal was rescoped to focus on the manager's accounts of developing and leading the change management process, with consideration for the role of the workspace while developing and leading the change management approach. This was resubmitted to the organisation, approved by another senior manager and then by the executive team.

The case setting therefore was an academic organisation, where, as a College at a university, it was part of a broader organisation. This meant some of the managers within the college were both senior managers on the college's executive team and middle managers within the broader university. Before the change, the college's schools were split over multiple buildings, most with a traditional office layout for academics and mixed office and open plan for the professional staff, away from the university's main campus. The workspace change was intended to bring most of the college's schools together into one building on the main campus, into an activity-based working space. Specific information on the details of the workspace change, aside from this initial overview, was not sought, as the purpose of the study was to focus on the sensemaking and interpretations by the participants of the workspace change, as analysed in the findings.

Recruitment

Once the case study was agreed by the selected organisation, the second senior manager who signed off the proposal advised that their required approach to recruitment was to ask for managers to select in at the subsequent monthly executive meeting. This let them determine if they were able to talk about the change management process and if they were willing to do so. This approach to identifying participants was one that the researcher had considered, and so found reasonable, based on twenty years' experience working on change management initiatives and projects in a variety of roles on the business and project sides. In the researcher's experience, working with a sponsor or equivalent to identify the best way to engage a group of likely and interested participants within a particular organisation has been the most successful starting point for an interview and data gathering process. This is particularly useful on an initiative such as this that is outside of, and so will take time away from, day to day operations. The nature of the organisation's approach, having managers self-select if they were interested and able, was also acceptable based on the researcher's experience of working on user experience, customer experience, and marketing initiatives. In these initiatives, willingness to participate is the starting point for gathering information on exploratory initiatives, such as this study topic and these research questions. The second senior manager then gathered a list of the volunteers and sent the researcher a list by email, advising the researcher to contact them directly to set up interviews.

Participant Profile

Seven managers at different levels, and with a mix of professional or academic focus, were interviewed. They covered the key variants within the organisation, namely the leader of the college responsible for academic and professional services overall, heads of school who both practiced as academics and were managers of multiple academics, the professional services manager responsible for the range of support services across the college, and administrative managers across the business responsible for operations and practical support to academics. Therefore, although this was not a high number of interviews in itself, it reflected the number of managers that could reasonably be interviewed from the organisation for this study and its research questions. As the purpose of this research was exploratory, the number was assessed as not mattering as much the variation of managerial roles and hence the meaning that may be able to be derived from those different managers. This is in line with the view that "the number of interviews is perhaps less relevant in research where meaning, not frequency, is the overall theme" (Nyberg & Sveningsson, p.443).

Table 1 below profiles the participants, including their role in the College, in the University, and their types of management role, academic or professional.

Table 1

Participant Profile

Identifier	Management Role within the College	Management Role in the University	Type of Management Role
E1	Senior manager	Middle manager	Academic
E2	Senior manager	Middle manager	Professional
E3	Senior manager	Executive manager	Academic
E4	Senior manager	Middle manager	Academic
M5	Middle manager	Middle manager	Professional
M6	Middle manager	Middle manager	Professional
M7	Middle manager	Middle manager	Professional

Interview Process

Emails were sent to the seven participants, reiterating who the researcher was, what the topic was, how their name was obtained, attaching the information sheet, including the questions from the interview guide, and consent sheet for the study, and with the goal of setting up a time for the interview. An interview time was agreed and set up via email, with meetings booked for an in person catch-up at their new workspace. This was both for convenience and, if needed, to make it easy for the participants to show or point things out in the new workspace that was being discussed. Interviews took place from October to December 2019.

The interview was semi-structured, with nine overarching questions prepared beforehand and attached in the initial email. These were also presented as a paper copy during the interview to help participants prepare if they wish or to guide them during the interview. Different questions were then also asked during each interview in response to what the participants were saying. Semi-structured interviews were chosen as they balanced the need to allow specific topics related to the area of study to be addressed, while leaving flexibility for participant contribution (Galletta & Cross, 2013; McGammon, n.d.). This kind of approach is required to support the reciprocity and reflexivity between researcher and participant (Galletta & Cross, 2017) The techniques required from this approach include

starting broad, with open-ended questions that are easy for the participant to understand (McCammon, n.d.), and listening and following the participants' responses to guide the rest of the interview.

The questions focused on the managers' process of interpreting the change and then developing and leading a change management approach and associated practices, before the change and after the change. There were then additional questions on the form and affordances of the workspace and their effect on those practices and processes. Interviews were planned for 60 minutes' duration and in practice ranged between 60-120 minutes. The duration depended on whether the participant wished to continue the interview when prompted by the researcher on the time remaining. At the start of the interview, the participants were asked to read, if needed, and sign copies of the consent sheet, before questions commenced, with one participant having already printed and signed their own copies. They were then asked if the interview could be recorded for later analysis, with all participants agreeing. Interviews were recorded on an iPhone, on the voice memo app, to allow later analysis and interpretation. This also allowed the researcher to focus on the interview and the participant, rather than on capturing details. Participants were able to advise if there were any comments that they wanted removed or treated carefully throughout the process. They were also advised that they were able to withdraw from the study up until the analysis phase started.

The researcher, as a mid-life Master's student with professional experience in change management, may have also played a role in the interview process. This is because almost all the managers were open and honest about positives, negatives, and struggles in their role and in the process of managing the change. This gave the researcher the perception that, particularly as academics themselves or a professional staff dealing with students, they may not have felt as comfortable being so open with a younger Master's student. This openness ended up being key to the research, as the direct answers to the questions posed were limited. Mostly having little experience of driving this change, the participants did not have many change practices to discuss in the period before the change. Their willingness to expand on and talk about the broader process and what their expectations and experiences were, in comparison to what was done, highlighted some of the key insights and contributions for the study. This was not seen as problematic, as the goal of the research and hence the semi-structured interview process, was to provide a framework to gather accounts and derive insights on the sensemaking processes. In this case, they were drawn out by the research

process, around the questions being asked. Hay (2013) highlights a similar process, where the research process drove out insights, even if they were sometimes unexpected, and argues that this is why a qualitative method and a semi-structured interview approach can be vital in responding to the context and to the participants through the process, and in order to drive understanding.

Data Analysis

Transcription

Digital recordings of the interviews were stored on a secure iCloud account and accessed on the researcher's locked iPhone via voice memo app software. The interviews were transcribed verbatim by the researcher into an Excel spreadsheet, separated into a worksheet for each participant and with each complete sentence record on its own line. Two participants asked for one or two particular sentences not to be quoted in the study. They were each comfortable with the researcher noting it, but just requested that it not be quoted directly. These were marked with a tag of "do not use" in a column added before and next to the relevant sentences. Back-ups of the transcript were stored on a secure online account accessed only through secured devices and the recordings were deleted once the transcription was completed. The names of the participants were anonymised using a coding system to ensure that they could not be personally identified other than by the researcher.

Determining the Analysis Approach

An inductive approach was used to analyse the transcripts, as part of the interpretive paradigm used by this study. When assessing how to begin the analysis, the researcher had found, during the interview process, that while interesting accounts were being gathered and some insights were generated, there were no obvious or initial insights on the specific questions and hence the research topic that could be used to frame the analysis. As such, a detailed approach was taken to build up understanding of the accounts and hence the likely topics of this study. A 'coding' column was added in the Excel worksheet next to each sentence for the first transcript, and they were then coded sentence by sentence. Additional review of coding processes was used during the process of this initial coding to confirm definitions, particularly of the difference between initial or primary cycle (Tracy, 2013) coding and secondary or category coding (Tracy, 2013). Category coding links the codes and starts to build the basis for a conceptual framework. This review defined codes as short phrases to define an attribute, and coding as "the active process of identifying data as

belonging to, or representing, some type of phenomenon” (Tracy, 2013, p.245), rather than just transcribing again what had been said. This first transcript was reviewed several times and the coding iterated based on evolving thematic patterns (Galletta & Cross, 2013) and differences, rooted in the meaning in each sentence (Tracy, 2013).

Developing Codes

To help the researcher process the data after the first transcript and the coding approach was determined, all the transcripts were copied to one worksheet to allow easier review between interviews. This was also, based on the researcher’s experience, likely to make it easier to use the data during latter phases in the analysis and in the writing-up.. Each participant was colour coded, with the researcher’s questions coded black, to allow each participant to be distinguished quickly and visually. One of the key learnings of the coding process for the first transcript was that the details of the account varied, depending on whether it applied to the management of the workspace change, or business as usual activities. It then further varied within the management of the workspace changes by whether it applied to the pre-move, move, or post-move periods. As such, an additional column called ‘period’ was added to worksheet to differentiate between them, using BAU, PRE-MOVE, MOVE, and POST-MOVE as the available categories. The remaining transcripts were then coded sentence by sentence, iterating the codes again throughout the process. The first of two key findings for this coding process was that gaps, or what was not done, seemed to be important. This was either directly addressed or evident as a kind of gap in the accounts for all participants. However, they were expressed and experienced in very different ways, so meaning was difficult to interpret. By contrast, the second key finding related to the change activities that were described as being done. These were expressed and experienced in similar, almost identical, ways, sometimes to the point of the same words or phrases being used by participants with different managerial roles in the process. The implications were not clear, but ideas were generated, considered and used by the researcher to inform analysis in the next stage. In particular, one assessment was that this combination of similar kinds of gaps experienced differently, and similar kinds of activities experienced uniformly, implied that the way change management was approached was more noteworthy at this point for the participants than the specific change management practices used.

Developing Categories

Because of the broad scope, the resulting number of codes was too high to group easily into categories, so an additional step was added to review the codes and reduce them

into a manageable number. Another column called ‘concepts; was added to the worksheet to allow this step to be differentiated. The codes were reviewed and re-coded again in a more simplified manner. This smaller set of 67 ‘concept’ codes was then reviewed and coded into categories to start to identify relationships between the ‘concepts’ codes. One of the reasons for creating this middle group of codes and then categorising was that some of the codes that were marked as “BAU” in the “period” column were actually relevant to the questions under study as they referred to how managers practiced leadership more generally. This was often used to contrast what they would have done under their standard leadership style with what actually happened, while some of the “BAU” items were not related to this sense of what could have been done. As a result of the categorising process, 25 categories were identified, with 5 being assessed as “BAU” but not relevant to the questions under study, thus they were removed from analysis.

Building a Conceptual Framework

A model was drafted and discussed with the researcher’s supervisor to explore the conceptual framework being identified, of the managers being acted on within a top-down approach in the pre-move period, before transitioning to stepping up and starting to take charge of parts of the change management process in the move and post-move period in line with their roles and responsibilities. This was highlighted by a through theme of being constrained from acting authentically and as they might wish throughout the process, albeit for different reasons depending on the period. While this summed up the meanings of the codes and categories, the researcher assessed the overall approach and the model and felt that there was still further analysis that could be done on why the managers were constrained in the pre-move period, but then took action in the move and post-move period. The researcher determined that a different approach to reviewing the conceptual framework and model would be useful. The Excel worksheets worked for identifying the themes being discussed at a detailed level and for the core elements of the model, but were not useful in facilitating identification of the full relationships, and hence meaning, driving the change management process. The researcher therefore switched to using sticky notes placed on the wall, physically grouping the categories, and eventually the core coding concepts identified as well. These were moved around to identify the process and hence the relationships and meanings. This process unlocked the last key part of the conceptual framework, that the workspace and ownership of the workspace changed between the pre-move period and the move and post-move periods. This occurred in line with its transition from a “planned” to a

“lived” space, which was experienced differently by employees. This meant that ownership or appropriation was experienced differently and so drove different actions. The model was updated and discussed with the researcher’s supervisor to confirm the conceptual framework, and hence the key findings and discussion for this study.

Ethical Considerations

Ethical Aspects

This study followed the University of Canterbury’s research proposal policies, with a proposal developed using the Ethics committee’s templates and then submitted to the Ethics committee for review, feedback, updating, and then approval.

The risks associated with this study were considered to be low, due to the nature of the proposal, discussing managers’ sensemaking processes in relation to developing and leading change management for the transition to a contemporary workspace, and, once the case study organisation was chosen, due to the nature of the participants. These were all either academics themselves, familiar with and experienced in research and research proposals, or they worked with academics and students as a core part of their role, and so were also familiar with research proposal processes. They understood the importance of addressing ethical considerations and were able to engage with the researcher to ensure that their interests and those of the institution were effectively protected. This was reinforced during the interviews, when some of the participants, unprompted, brought up their experiences of their own, or of their academics’, experiences of ethics processes and commented on shortcomings in the new workspace related to consent, such as inappropriately flimsy locked cabinets. In addition, participants self-selected for involvement without the researcher’s direct involvement, having read the information and consent sheets first, instead of being recruited. All participants had time to review the information sheet and consent sheet before the interview. There was also additional time at the start of the interview to discuss any outstanding concerns before the participant signed the consent form (see Appendix 2).

To minimise any remaining risk and to promote honest discussions for their accounts of the change management process, participants were advised that their data would be anonymised. They were also advised that the focus was on the sensemaking processes and practices of managers involved in developing and leading change management for the change in workspace, rather than the objective truth of the ‘success’ of the change. This was

mentioned as such an approach, which would have required more precise details, was neither sought nor required.

During the interviews, the researcher then responded as needed to the participants' data. This was largely in relation to a few statements that two people asked not to be used verbatim in any research outputs. Similar consideration for the confidentiality of the participants was used when writing and talking about the study, such as ensuring appropriate use of quotes to illustrate themes and not highlighting particular participants.

Data Security and Privacy

All information was collected and stored in a confidential and secure manner. Data were transcribed and stored online on a password protected file pathway on a secure computer. No information was shared outside the research team, that is, the researcher and primary supervisor. All names have been removed from the file to ensure that sources cannot be identified. Recordings were only accessed by the researcher before being deleted. Data will be kept for five years before being deleted.

Constraints and Limitations

One of the constraints and limitation of this study is that the participants self-selected for involvement based on their understanding of the research topic, their history with that topic and, implied, on their willingness to participate. While this is also a strength, in terms of the relevant group of participants who have the knowledge making the assessment of suitability, it does mean that the range of managerial perspectives may not be represented in the sample. It is important to note that there were consistent themes identified across participants and expressed in appropriate context even if they looked different in the details. Examples included academic managers taking action at a different time and in a different way than professional managers did, but each feeling compelled to step up and take action from the same trigger point, the workspace being built and so moving from a 'planned' to a 'lived' space. This was the trigger which changed the experience and hence requirement of their team members working within it.

Another limitation was staff turnover and its effect on what some of the managers could reasonably give accounts for. A small number of them became managers at points throughout the process, rather than managing throughout the whole process. However, the accounts given across all participants showed that similar constraints and insights arose for

managers who had been involved in the same and in senior management roles throughout the process, indicating likely similarity of experience.

A consideration for this study is the topic and how it is approached, investigating accounts of sensemaking which are by definition retrospections (Weick, 1995). In this case the change had been completed so the accounts are possibly more practiced and/or more abstract (i.e., higher level) than if they had been collected as the process of managing the change was occurring. This was judged to be appropriate however, for this study, due to its goal of assessing sensemaking perspectives. It was not concerned with the specific details of the change management activities that were undertaken, their timing, and whether or not they were 'successful', where distance in time since the events would likely make the information less reliable.

Finally, as with qualitative research generally, and with a case study such as this research in particular, there is always the issue of whether a particular example can offer insights that have any relevance to other organisations. Certainly, it is not realistic to generalise from a single case but understanding concrete details in a meaningful way can help build broader understanding and illuminate insights (Flyvbjerg, 2011).

Summary

As this study takes a sensemaking perspective, seeking to gather accounts to analyse and understand how managers made sense of, planned for, and managed the transition of operations from a workspace with a traditional office layout to a contemporary one, including understanding if and how the workspace itself may have affected those change management process and practices, the research design needed to allow examination of a phenomena in depth and in line with this study's exploratory approach. A case study mode of inquiry was selected as case studies are an empirical method used to understand a contemporary phenomenon in depth and in context (Yin, 2018). In line with the exploratory approach of this study, focusing on several managers in one organisation going through the same workspace change, allowed focus on the practice of managing that change, rather than on the potential variations that may be caused by the workspace itself.

A qualitative methodology was then selected as it allows researchers to understand a particular context in depth and from the view of the people participating in it (Tracy, 2013). In line with the sensemaking focus of this study in particular, an interpretive paradigm using inductive analysis was selected to frame generating insights. An interpretive approach views

reality and knowledge as being “constructed and reproduced through communication, interaction, and practice” (Tracy, 2013, p.239), with meanings being contextual and situated through the researcher and their interpretations of what they think participants are experiencing (Hay, 2013; Tracy, 2013). An inductive approach seeks to generate insights from the data, in this case the experiences of managers when leading the transition of operations for this workspace change, thereby rooting the study and its analysis in the sense that these managers made of their experience.

A case study organisation was then identified, a college at a university, and seven managers from the case study organisation self-selected to participate in the study. Each was interviewed using a semi-structured interview approach, starting with the initial nine research questions and asking different questions in response to managers’ experience and feedback during the interview process. Data were transcribed and inductive analysis completed in three phases, the first being to generate codes for each line of the data, the second, to create categories to group those codes, and the third being the development of a conceptual framework to frame insights and findings.

Because of the goal of this study, understanding the sensemaking processes of managers during the change management process of a workspace change, the intent of this research design and this qualitative, interpretive, and inductive approach was to build up from the perspective of the participants. This meant gathering and analysing their accounts of their sensemaking in order to generate thick descriptions (Tracy, 2013) and hence insights that allow exploration of their experience and their sensemaking. While these may be specific to their particular organisation, such insights may still be used to illuminate broader understanding of an increasingly common need, managing the transition of operations to contemporary workspaces.

Chapter 4: Findings

This chapter presents the findings, organised into two parts. The first part describes the nature of the change, required in order to show what change process had to be managed. The second part presents the findings that produced the two major themes at the heart of the conceptual framework that emerged to capture the managers' sensemaking about their change management experience for that change. These findings are based on participants' descriptions of the change management practices or processes that they experienced, how these change management experiences evolved and then how the participants made sense of these. The two primary themes and their associated drivers will be discussed in detail, using indicative quotes from managers' accounts of the change management process to illustrate how a complex, evolving and lengthy change that affected everyone in the organisation was managed over the several years in which it took place. This process was still viewed as in progress and requiring change management, several months after the move to the new workspace had been completed.

Understanding the Change in Workspace

The proposed workspace change, informed by and checked against all of the participant's accounts, is provided below to give context to the change management experience of managers. This also shows some of the complications of assessing this change and hence change management for the managers.

The layout of the new workspace was described as 'officially' being an activity-based work environment, by all interviewees at some point in their accounts. Quotes have been shown below to show when participants largely described the new workspace as being activity-based, instead of open plan. It was mostly used in reference to more formal expectations or situations, rather than day to day use, such as how the previous Pro Vice-Chancellor described it or how they described it to potential new employees during interviews.

So, we, ah, the previous Pro Vice-Chancellor actually said we should move to an activity-based work environment, and we did visit some of our colleagues at AUT, so from the design group, who have a flexible workspace, to a couple of private businesses downtown, and we kind of looked at them, and asked, and talked (E2).

I know that there's been a conscious effort on the part of the exec are in the building, you need to pick up their computers and sit around the building, you know just sit there and be seen, you know, so you know, like, look at me do this activity-based stuff as well (E1).

Yes, I've just, um, inducted a new administrator, so, um, and, actually, when we did the interviews with the administrators, and I know it's different from academic staff, they are used to the stuff as we talk about the building from the start as activity-based, so when they came for, when they all came for the interview, I said it's an activity-based building, you will never own, if you need to use quiet space, use quiet space, if you need to go here you go here, if you want to eat down here down in the community engagement hub you go and take your laptop-down there, that's fine (M7).

However, they were more than six times as likely to talk about it, and hence likely experience it, as open plan, which was potentially key for this change, as open plan was consistently described as a substantial and problematic change for academics and hence likely needed substantial change management. The two quotes below illuminate the ways that this was often discussed, in terms of either the resistance to the concept specifically or in terms of what might have been driving that resistance.

I'm struggling to think how to articulate this, there were some aspects of the design that, you know, people found very difficult to cope with, and, and, open plan office space was one of them, and preparing for that was very difficult because people were fundamentally and ideologically opposed to that concept, didn't think it would work (M2).

Other academics have been here for many, many years, they had absolute huge amounts of resources in the room and also huge emotional connection to the former site (M1).

In addition, data also showed that some academics had already been working in open plan spaces in the original workspace, due to a natural disaster requiring temporary alternative accommodation. This indicates that the change being managed was not just a

change from one type of workspace to another type but both a change and an ongoing experience with one type of workspace, open plan, that continued in the new workspace.

Table 3 below shows that there were also multiple different types of workspace change happening, from the buildings themselves, including the number of them, their aesthetic qualities, and the dispersion of staff across them and away from each other, to the building locations, and the layout within the building.

Table 2

Comparison Between Previous and New Workspaces

Type of workspace	Number of buildings	Building locations	Layout within the buildings
Previous workspace	Multiple (including Site A and Site B referenced in quotes below)	- Satellite campus - Edge of main campus	- Academics – mix of some lockable offices, some (temporary) open-plan spaces in pre-fabs (used after a natural disaster) - Administrative staff – mix of offices and open-plan
New workspace	One main building (Rehua)	- On campus	Activity-based – small number of shared offices, open-plan spaces
	Two additional buildings – for some staff from one of the schools	- City - Edge of main campus	- Offices

The effects resulting from this workspace change were important to understanding the change and elements of the change management. This is because all the interviewees mentioned that two parts of the change, the new building, and its central location, solved problems perceived to exist with the previous workspaces, which was a net benefit. However, the other part, its new layout based on activity-based working, was perceived to cause new problems for staff, as layout had not uniformly been perceived as an issue in the previous workspaces.

Implications of the Workspace Change on Operations

When talking about the new workspace, interviewees often did so by referring to the original workspaces in three ways. The first and main way was in terms of some commonly understood and experienced problems that the original buildings caused for the people that worked in them. These problems revolved around their isolation from the main university campus, with the schools split across a range of pre-fabricated or older buildings situated at the edges of the main campus or on the secondary campus. While only some of the participants talked about this, the quotes below are illustrative of how isolation was discussed.

Yes, and I think that's really nice, cos [sic] it was very isolating over there, or even in Kirkwood village is quite isolating, whereas here I feel like we're in the middle of it (M6).

So in terms of our world view, things that we don't like about [Site A], like loneliness, you know, a number of my team and I'm sure the other schools would have found the same, found the building that we were leaving behind and that campus isolating (E1).

This isolation from the main university campus and its associated services was described as having negative effects on day to day work, particularly for the administrative managers and their staff who had to spend most of their time in the workspace. The negative effects were described both in personal terms, experienced by the manager directly, and in terms of perceived general effects for staff more broadly. The quotes below illustrate how strongly this was felt and raised by the administrative staff in particular, as executive managers, if they raised it, were more like to talk about isolation in terms of it blocking collaboration:

Compared to our old building, where everything was make do and mean, and cos [sic] on the other campus we were often seen as the poor cousins of the university, you know, because kind of out of sight, out of mind so if you needed something fixed it took longer, and, you know, all the sorts of things (M5).

I mean, I like it more here cos [sic] it's safe, it wasn't safe in our old building but it's safe here you know... I had a student say he'd come back with a knife one day because often December, January and sometimes in the middle of the year, the administrative staff will be the only ones in the building, and you can't lock, we could lock yourself in your offices, but why would you want to lock yourself in the office, but the entire building was open to the public, and we were removed from the other campus, we were moved, we were all across in different buildings (M7).

The multiple buildings used and their traditional office layout were also described by two of the managers in separate schools as leading to isolation from the other schools in the college and hence between academic staff in their day to day work. The quotes below illustrate how these two managers, one executive and one administrative, described this in similar ways.

So long corridors, separate parts, health sciences completely different building, I would never have met many of the team in health sciences, would never have laid eyes on them in my entire time even though we had a shared staff area, a big staff area, where people used to come together but you never see, except for all the college morning teas when they happen to come to that, but I wouldn't know who they were, I might recognise them, but I wouldn't know who they were (E1).

Yeah, I think, so, everyone's enjoyed it and I think it's good for our school merging the two schools together when they've been on different sites and it's been some really nice collaborations formed because one of the lecturers is doing a research project and she's doing it with one of the sports people (M6).

Therefore, when interviewees talked about the new workspace positively, it was mostly in regard to the solutions to these problems, with one new building allowing most staff to be located together, in the middle of the main university campus. Most managers mentioned something positive at some point and the quotes below illustrate how they described it, which was generally in strong terms, such as referring to improved well-being, loving the workspace, or feeling the buzz of the new workspace and its location.

I think there's a lift in well-being in terms of a lifting of a sense of isolation and, you know, it's my problem to solve, it's actually ours (E1).

(T)he gains are more than what we've lost, both for being on this campus, but also being in one building, also being in a building of this kind (E1).

Yes, the buzz is incredible, I think the first few weeks, because you know there was about a week and a half where we were the only ones on campus and then the next week orientation hit, there were all these people and, you know, we were all kind of walking around going, oh my god, it's so busy, because we were so used to just our students and our group and they're not there, because half of them are distance anyway, so then all these people, people, and cafes (M5).

I love being in the main campus, I love the college being in one building, it's so much easier to go between the schools or the college office, I think it's really good (M6).

Comments that were positive or mixed in their assessment were less explicit in their link to solving past problems but an implicit link could be seen in positive views of the aesthetics of the building, layout, and its fittings, compared to the ad-hoc and 'make do' nature of their past ones. The first two quotes below illustrate how the administrative managers in particular noted and appreciated the newness of the new workspace. The last two quotes illustrate how the executive managers talked about the building and its aesthetics, appreciating the building, if not the layout.

And, and, the furniture and fittings may not have been perfect but it was very, very nice, it was all new and shiny (M5).

It's just so - we never had stuff like this with the zoom equipment and the room, you know, that in itself is exciting (M5).

I need to be a little bit balanced here, because you know this is a fantastic building, you know it's modern, it's very safe, the technology's amazing (E2).

(I) think there's masses of opportunities, it's a beautiful space it just needs a little bit of willingness and investment (E4).

Complicating this understanding of the original workspace and its problems as compared to the new workspace and its new problems, the second way that some of the managers talked about the original workspace was in terms of how staff did not necessarily remember it accurately when talking about their experience of working in the new workspace. They often were experienced as expressing dissatisfaction with its 'open plan' layout when some of them had worked in similar open plan layouts previously. This was only raised by a couple of managers as described below, and was positioned as a minor frustration and as an understandable background to attitudes about the current workspace:

And people forget, some of the PhD students are going on about being in open plan, but they forget they were open plan in the other places, but I don't know why they're going on about it, when they already were (M6).

And I also think one of the context we fail sometimes to recognise about how the shift happened for people was that we'd already had the experience of being moved out of [Site A] to the [Site B] village, and already have to have worked through that working in an open plan environment, and because we've done that on there, right in the middle of an emergency, probably not with as much sensitivity to change management, and it's a very stressful time, there was a lot of baggage from that, and it was a lot we had already been through, and it was stressful or didn't work (E3).

In this sense, managers found that their teams' source of satisfaction or dissatisfaction with the new workspace was not always as clear as comparison to what they used to have and had now lost or gained. No specific actions or change management practices were discussed by managers in response to these perceptions. This indicates that they were likely part of the whole that managers determined that they had to manage when transitioning operations, while also illustrating some of the complications in doing so. This is because of how the original workspace could exist in different ways in peoples' perceptions of the new workspace.

Closely intertwined with this, the third way that participants talked about the original workspace was in terms of how people could experience the same elements of a workspace differently. This difference then shaped how they responded to the new workspace and in turn complicated the considerations for managers responsible for the change across these different needs. This was best illustrated in the example of visitor management, particularly student access to academics, which was raised by almost all the managers. They perceived academics as largely expecting students to have direct access to them, that they used to have that in the original workspace that had unlocked doors to the floor or building, and hence that they were chafing at the new layout that required secured doors at the entrance to each floor instead, with students checking in at reception first. This was not a universal experience of the managers themselves, but it was perceived as a common one for academic staff as the following interview excerpts attest.

There's a cadre of academics who feel like my students should be able to find me at any time and anywhere (E3).

Um, but, you know, locking students, it sends a terrible message, you know, that you are not welcome (E4).

By contrast, administrative managers experienced this open access differently in two main ways. The first was in terms of their safety, given that they are required to be located in the office and available to other staff most of the day. The second was in terms of practicalities like key management that placed an additional administrative burden on them, such as managing the keys for all the academic offices. The interview excerpt below is used to illustrate this latter point for one of the administrative managers, being mentioned only for that manager but indicative of potential tasks specific to administrative managers:

When I'm doing results, I'd have to lock them in a drawer when I went to the toilet. I would have to take all the results off my desk, put them in my drawer, lock the drawer, lock my office, go to the loo you know. I can leave stuff out now because I know that no one can just walk in (M7).

This shows that some participants, particularly the administrative managers, expressed and experience the same space differently, in line with a sociomateriality perspective that shows how space can shape and be shaped by practices. Features of the new workspace that were commonly perceived to be a negative experience for academics, such as the open plan layout, and resulting locked access with visitor management through reception for students and any other visitors, were noted by the administrative managers as having positive aspects for them. One of the administrative managers even mentioned that they had to raise a point about preferring the secured access to the floors to an academic, during a discussion when the academic's experience and preferences were to remove the security access. This highlights that managers had to consider how experience and preference can vary in another way when making sense of and planning to manage this change in workspace.

Summary

The managers' accounts of the workspace change confirmed that it had multiple effects on operations, some of which were viewed positively while others, particularly those related to the office layout that is the focus of this study, were often viewed negatively. The outcome of this negative reception was commonly noted and experienced by participants, which was that some academics had and were still resisting the change and hence resisting operating in the new workspace in the way intended. This was touched on by all the participants but was summarised most comprehensively by this quote from one manager, which illustrates how space is more than just a physical environment, but also how managing the change requires managing the people and practices within them:

I think some of the problem with, so, with the people who have been an issue with Rehua, are the people who have not culturally moved from [Site A], so they're still working in the space the way they worked in [Site A] and expecting the space to work the way, so the people saying that the building doesn't work but they're not willing to work with the building either (M7).

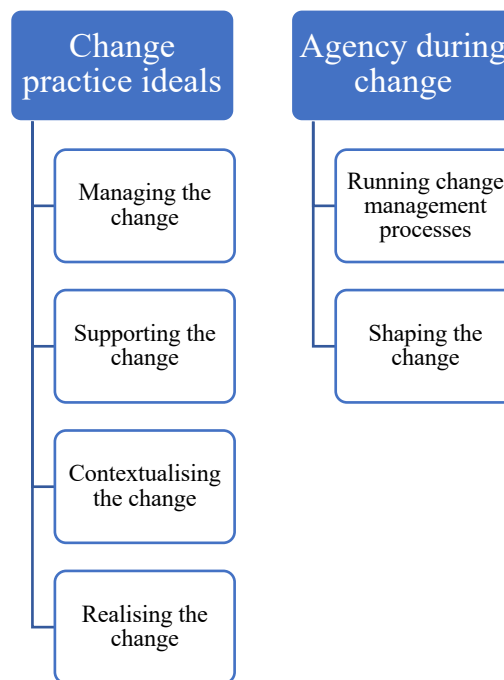
This section therefore provided the context for the focus of this study, how managers experienced developing and implementing change management practices for this particular change and in context of the particular effects that it had on their teams and operations.

Overarching Themes

The analysis of participating managers' sensemaking accounts about their experiences of managing the transition into the new workspaces produced a conceptual framework that centred around two overarching themes. The first was their ideal change practices, or how they would have liked the change to have been managed, which was rooted in four elements of how they managed generally. The second was their agency during change, or their ability to enact change practices, which was shaped by their role in the change management processes and their role in shaping the change. Figure 1 presents these overarching themes and the drivers informing them.

Figure 1

Overarching Findings and Associated Drivers



Overarching Theme One: Ideal Change Practices

The first overarching theme, 'Ideal Change Practices', embraced all the data on how the managers would have liked to have managed the change, including their desired change approach and associated or implied ideal change practices. The data that were coded to this theme addressed the participating managers' ideal change practices and were triggered by the change itself.

Within this theme were four drivers rooted in their professional practice: i) **managing the change**, or how they had thought about and choose to act as a manager, with change management being just one of the ways to express this; ii) **supporting the change**, or what they understood to be ‘in scope’ for them to manage and what they expected they should be able to manage; iii) **contextualising the change**, a prospective sense of likely impacts of these other themes to understand what this change could or did mean for their team members and hence how they would have handled it; and iv) **realising the change**, as change management continued but within different contexts of an evolving building and set of operations. These ideal change practices were key both in shaping their expectations and in acting as a ‘practice benchmark’ throughout the change that they compared the actual change management practices, and the change itself, to, finding shortcomings or opportunities as the change progressed.

Table 3

Ideal Change Practice Drivers

Driver	Definition	Implication
<i>Managing the change</i>	Academic managers’ practice of and philosophy for management	These existing ways of managing set the context for their desired change management practices for the new workspace
<i>Supporting the change</i>	Support (and administrative) managers’ understanding of what was in scope of their role	This understanding drove what they thought was in scope for them to manage for this change, both in terms of responding to and proactively managing it.
<i>Contextualising the change</i>	Managers’ knowledge of their team, of their organisation, and their field was used to assess what the change meant for their team	This assessment informed the response to the change, including how they would like to manage it.
<i>Realising the change</i>	Managers’ evolving understanding from an evolving change	As the building and change process progressed, further refinements to the approach were identified

		(either retrospectively or prospectively for the ongoing change).
--	--	---

For this particular organisation and this workspace change from a traditional office layout to a contemporary workspace with an activity-based layout, the ideal change approach could effectively be summarised from across participants' accounts as a cultural, collaborative, and experiential process. The elements of this can be seen when analysing the drivers below.

Driver 1: Managing the Change

The first driver that was identified related to managers' practice and theory of management, which formed the framework for how they wanted to manage this change in workspace. This driver was discussed by the academic managers, who were effectively acting as operational managers for the college, and for whom theory of management in particular was described either as directly part of their job description or researching and understanding theory was identified as an existing strength. Professional managers, including the administrative managers, were more likely to talk about supporting the change, which is covered in the second driver.

Collaborate and Listen. For this first driver, the core management approach used, either explicitly or implicitly through discussions of what the process was perceived to be lacking, was collaborative and face to face. This was expressed explicitly by one manager in terms of structures already put in place to enable this, and which change management for this new workspace could have used, as shown by the quotes below.

Staff meetings are about building relationships, and people know each other honestly enough to put the issues on the table, to be frank about the concerns, their frustrations and they are, you know, highly skilled and deeply theoretical, so a very talented team who know about stuff and, and will articulate honestly (E1).

No, that's true, it's true, relationship gives you the key to a whole lot of things, understanding what motivates and inspires and terrorise the other is really important when you're managing change (E1)

It was also discussed in terms of less formal events intended to add another way to build and enhance relationships face to face, such as staff parties at a manager's house (E1) or regular catchups after staff meetings (E4), illustrated in the excerpt below.

I've put in place separate things, so when we have people together for college meetings, we have a little conviviality after that and I just host it, so come and have a chat about your weekend, not about work stuff. (E1)

Finally, this approach also meant that indirect and technical channels like email were described as being intentionally used only for operational work and not the core work of management and hence change management, reinforcing the use and value of face to face contact instead. The quotes below from two different executive managers shows their common approach to managing.

I'm kind of a low email person, and then I email operational, necessary stuff. If I, if I've got difficult things to handle stuff, then I try to do it face-to-face, a bit more time consuming but less so in the long run (E4).

So, very much in our staff meetings, so, for instance when I moved into this role, I doubled the number of staff meetings, which sounds counterintuitive but just, you want to build relationships and to get people talking, so in a staff meeting situation I don't want my voice to be one that's being heard, so I've implemented different ways and the team really, they give me good feedback, so operational issues we deal with as efficiently as we can using technology, staff meetings are about building relationships and people (E1).

The intent of this kind of collaborative and face to face management approach was leveraging the skills, knowledge, and experience of their academic team members when dealing with initiatives that affected them, which was described as achieving two goals. The first was to improve the outcome of initiatives being discussed, which for this workspace change, meant having the team visualise and work through what the change would mean for them and so what their new working state would look like, even before they moved in. There was some variation in the accounts here, with one manager finding a missed opportunity, as

shown in the first two quotes below, and another manager discussing how some of this kind of work was actually done.

So, from my perspective, there was a missed opportunity there, to visualise a different future, and I used to talk about it when I moved into the leadership role about what are we not packing. So in terms of our worldview, things that we don't like about [Site A] like loneliness, you know, a number of my team and I'm sure other schools would have been the same, found the building that we were leaving behind and that campus isolating (E1).

So what do you want to leave behind, what are you not packing, and I thought those discussions, so at [our school] we began having those discussions and trying to do a very collaborative process of thinking about what will, what do we want to get out of this opportunity (E1).

And our school, we really thought about the principles, what are some of the principles on which we going to make some of these decisions, who's getting an office, double office, and what, what we thought we needed, and that environment to make all that work, so like a sense of respect and appreciation for peoples' difference (E3).

From a retrospective view of what ended up missing in the actual change management approach, this ideal collaborative and face to face approach can also be seen in instances where managers felt that staff were not able to design or use the workspace as they expected to be able to do. One manager was particularly focused on this as seen by the two quotes below, with the first quote being about the specific lack of control that people had of their space which is representative of data from another manager. The second quote is about another manager's approach to managing that informed their assessments of how managing this change should work.

Kind of to me, it's been an unusual process of high level interest in such low level stuff, like, like, whether we put pictures on the walls or whether you have a whiteboard or pinboard (E4).

Delegate, empower, and reward, that's what I think you should do, that's what my political, if I can give any advice to anyone, that was the advice that I received from one of my mentors, delegate and empower and reward (E4).

Closely aligned with this first goal, the second goal of this collaborative approach was to help with the change management process itself. This was done by making sure that staff felt the process reflected their needs, again described in this instance by gaps in what should have been done. Involving staff in the change and change management process was raised by all participants, with two quotes below selected to show some slight variations in how this was discussed. The first quote talks about the outcome of staff not being involved in the building's design, of people being both frustrated by the design process and, likely, by the building. The second quote illustrates how another manager consistently framed staff involvement in terms of what could have been done instead, and how it could have been an opportunity.

People are pretty vocal, and they have been vocal because they feel that there hasn't been enough consultation around the design of the building (E4).

There wasn't a lot of, um, you know, there was no process that I am aware of, in the time that I was involved, that I joined the process, there was certainly no opportunity to say "here's a building, bring people together, imagine what you might imagine". (E1).

Collaborating and using the knowledge and experience of the academic staff was sought and achieved day to day when managing their teams and was the framework for much of how they approached ideal change practices for this change.

Lead the Way. In addition to collaborating with the team to design the change, part of the management approach was for these managers to also balance collaboration with leading the way for their teams. This meant using their experience and understanding of theory, rooted in their academic practice, and their substantial experience as both academics and as managers, to support the overall change process.

This was seen as a part of their responsibilities to their team and was described in terms of using their roles to ensure wellbeing and making things better, as illustrated by the following quotes from the three academic managers.

So, we're, but that's a responsibility for those of us in leadership roles, who have the wellbeing of our staff to consider, to find ways to make things better while we see our way through (E1).

So I'm not uncomfortable with the idea of open plan, and, so, um, but, so, I mean I kind of realised that there would be teething issue,s but I was sort of hopeful that I could navigate them for the staff (E4).

And we as heads of schools knew that we had to try and help people think about how it would change our culture (E3).

Given their familiarity with theories of change and relationship building, and experience both as academics and as managers, part of the management approach was described as being able to leverage their own skills and experience in leading the way, based on understanding and practice of these different theories. The quotes below illustrate this theme, expressed slightly differently by two of the academic managers due to their different areas of interest and expertise.

And anyone who understands theories of change management understands you have to have a theory of what you're trying to do, and you have to have a process of continual reinforcement of whatever the desired change is to make it stick (E1).

They do, and one key, you know, the shift of one person, and this is, well, based in, I think it's interesting, if you look at ambiguity theories of change management, the sort of chaos theory, all of those ambiguity theories, they were developed in educational contexts, they didn't come out of business, they came out of education contexts, so we can use them, they were developed here (E1).

Oh, absolutely, I approach my leadership role absolutely as an academic, as a

qualitative researcher who tries to hear what people are saying and because my background work is in culturally responsive practice, I absolutely get that that that this is culture and that this is a culture made up of academic cultures, professional cultures, and everybody's ethnic life right (E3).

I think that it's, it's the kind of advice that we're trying to live on you know, communication um, a very structured way of dealing with problem solving and including people in it (E3).

Building on their skills and experience, another way the academic managers wanted to lead this change was by reframing understanding of it in both practical and more theoretical ways to help with the collaboration approach listed above. In practical ways, this included leading by example, such as one manager potentially choosing in the post-move period to move into the open plan space, giving up an office. This would be in a context where comparisons were being noted by some staff between the size of some offices for senior managers and their smaller new workspaces. There was some difference in data for these managers depending on their overall attitude to the change, with the most positive academic manager looking to work with the space the most, while the academic manager who had the most negative experience and view of the workspace was focused on other topics than the workspace. The quote below illustrates the actions of the manager who perceived the workspace to have opportunities and benefits and hence was working with the workspace.

So to try to show, and, you know, this time next year, you might find us working out in the open plan area, we're toying with the idea of giving up this office, so leading by example is a big part of it as well, we do that (E1).

In more theoretical ways, this could also have included identifying implications of the space, highlighting the potential benefits to staff in their field from the change. This is where their experience of the workspace was deemed as being one that their students will also have to work in, providing staff with a useful understanding when teaching. Interestingly, this was only raised by the academic manager who was positive about the change and was seeking to work with the new workspace and to encourage her team to do so.

Out there in the world, particularly here in Canterbury, many of those spaces are open plan spaces, so when people sort of say, why does this college have to be in this bit when other academics have, everybody have a room to their own, well you know we are preparing, you know, our people, you know at least a third of our school, well more than a third, because I'm not a whole third, so probably 40% of this school is working with people who are having to go out and teach in open plan spaces, so walk the talk, we should be in open plan space (E1).

Another element of leading the way was highlighting different experiences and ways of thinking that challenged some perceived core assumptions for staff related to the change. Examples included academics always having to have an assigned office that minimises disruption, lets people easily find them, and that is open to students, when practical experience might show otherwise. The first excerpt below was from one of the academic managers who was committed to the new workspace and whose examples highlighted different points to many of the other managers. In this instance, the academic manager spoke of how, in a workshop where the open plan layout was being discussed, someone had mentioned that they needed an office to be able to find people and, when prompted, gave an example of knocking on another workshop participant's door. The academic manager then discussed how they had probed into this example in order to challenge assumptions around how the space had to be designed.

And I was like, what were you doing when your door got knocked on, and the person was like a little bit embarrassed, we need to do this, and she said "I was working on a paper and it was very disruptive", and so I said our assumptions, that when we're in our offices we're not being disrupted, don't hold, so this argument about how it's disruptive to be working in this space, we just need to think about this, this is kind of a default, and we make all these assumptions about it (E3).

In line with this manager's focus on challenging assumptions, a second excerpt below shows their different experiences of meeting with students. Again, this example and this approach was different to how the other managers discussed student access.

And, yeah, and, for me because I come from a different context where no student in their right mind would ever show up at my door except during office hours without an appointment, you know they'd either make an appointment or show up during office hours, that's the only time you can drop in (E3).

The final way that they expected to be able to lead this change was in terms of making decisions when needed for their team, to keep things moving throughout the collaboration process and the overall change process. The quotes below illustrate the minor variations in how academic managers expressed this, with the first two being focused on leading effectively in general and the third being related to prioritising the practicalities of leading.

So, we negotiate but, ultimately, I'm the head of school, I get, I can just say, and people trust me now, if I make a unilateral decision, that no I didn't need to come to them, they'll be like that's interesting. So, we built that high-level trust about knowing if I make a call, I will have made it the way they would've made it, which is important as we do have limited time (E1).

So we're very good at discursive conversations but they're discursive with a purpose, they're not just rambling off to wherever they want to go. (E1).

Because ultimately the exec is fiduciarily responsible. It's the advice and the consultation but it's not consulting, it's coming up with some ideas you can live with, and you have to be able to live with any of them, and then you send them to us and we'll decide which, you guys don't have to decide about the finances anything like that, we have to worry about that (E3).

Separate from, but part of this, was being able to push back with their own managers and the broader organisation if needed to represent their team's views. The first quote illustrates how one manager described this in terms of personal actions and effects, while the second described this in terms of the overall process and the role that different managers can play in understanding and managing the change.

I'm not afraid to say what I need to say and, um, I've been slapped for it, and people will slap me again (E4).

But at the same time, I also appreciate the value of - here comes a voice saying, hmm, I would have thought, or have you imagined, or is that still, and we are having those questions now - but I don't see that as problematic, as long as we can manage the uncertainty for the teams (E1).

Overall, this ability to lead the way for their teams was embedded in how the managers managed generally. This meant acknowledging it as one of their responsibilities and using their skills and experience gained from both being an academic and being a manager to think about this change and how best to manage it for their team. This resulted in multiple different ways that they could have used to lead their teams through the change, focused on theoretical and practical use of change management, reframing understandings, and challenging assumptions.

Navigate the Tension Between Global and Local. Balancing this ability to lead and guide their teams, the academic managers also were aware of the need to respond to broader context for their roles and so for this change, particularly the needs of the college and even the university itself.

At a university level, managers experienced existing work by the university on culture and perceived that it created a framework for approaching change generally that should have supported their preferred collaborative approach for this particular change initiative. Illustrated by the quotes below, this was described by talking about how it did not create or support a collaborative change approach but should have.

So, well the university had been using, had actually been interested in its own sort of change processes, so we were doing a lot of building, and we were after the earthquakes, and we sort of recognised the need to work on our culture generally. Yeah, so we have, so we went through, um, I think it was in 2015, somewhere like that, leaders from across the institution got together and we worked on a workshop called leading change, oh and that was very much of the university picture because we were needing to lead change it so that so that was introduced to us, the ADKAR model (E3).

In terms of my role, what's the worst or the difficult thing that I don't like about it - um, that the university makes commitments, or articulates things, but can't follow through on the implications of them, so it will say, we're in pursuit of this humanistic, encouraging culture, a constructive culture, um, and we've done our retest here and we absolutely became more blue in this school and I'm absolutely delighted about that and I expect that they'll tell me if they want to, if we need to adjust that but I do think even at this college level, we say things like that, you know we are committed to these principles and then we don't act in accordance with them (E1).

The other main way that managers had to consider the broader context was in regards how to approach and handle the different needs across the different teams within the college. This was described by one academic manager as part of their awareness of their responsibilities with the change, as a specific area of focus and a specific skillset required of them:

So the responsibility, you know, that does demand a particular skill set from a Head of School to be able to assure and absorb localised issues, while being receptive and understanding of the greater context (E1).

Finally, their desired approach involved discussions on how to work together where possible while also allowing flexibility for teams to be able to act as needed, in line with the need to be able to lead the way for their teams. Reflecting the manager's overall approach to and experience of the change and its change management processes, one manager who was positive about the workspace provided two quotes that focused on the need to act. This was balanced against the benefits of acting collaboratively. Another manager who had had more negative experiences talked about in terms of how the approach to change management constrained actions, as seen in the third quote below.

So, you know, if I have a staff member in here for whatever reason saying can we do this and it's pressing for them, then I don't want to wait a couple of months when the other schools are also ready to do it (E1).

And the importance of that greater context, easy for me to solve something here but I'm losing all of that wonderful possibility that a college offers, particularly a college such as this, which has a lot to offer (E1).

No we're still talking about it, and like, you know, we've got a joined approach apparently, like, you can't just do one thing on one floor (E4).

Summary. For the academic managers, their management approach reflected and informed their desired approach to the change in workspace, seeking collaboration through face to face channels for both themselves and for their staff. This would allow them to leverage the skills, experience, and theoretical knowledge of both themselves and their staff members to shape and manage the change. Having the authority to lead and guide as needed throughout this process, along with the authority to determine how best to interact with the other teams involved in the change, would have reinforced this desired collaborative approach that sought to visualise what could have been right from the start. Managers also were aware of and felt bound by the wider university context and the need to be sensitive to local needs while being consistent across the school or the College, so having the authority to address this and to be able to act to reconcile the local with the global was also key to managing generally, as well as managing this change specifically.

Driver 2: Supporting the Change

While academic managers largely talked in terms of their practice and theory of management as the context for their change management approach, professional managers talked more in terms of their role responsibilities and how this shaped their change approach to the new workspace. In a sense, practice and theory of management can be seen to be role responsibilities for operational managers, whose job it is to set the culture and strategy for their teams, whereas professional managers were focused on the support activities that they managed for their teams.

Their approach to their role responsibilities was seen in two ways. First was in terms of the functions about which they had expectations, such as the move process for the administrative managers, or for the Finance Manager, the Information Technology (IT) systems like visitor management and room booking tools to support intended practices. The second, which was closely related, was the expectations that they had of how changes in the areas covering their role responsibilities should have, would have, or could have happened.

For the administrative managers, their focus was on the operational side of the change, particularly the actual move itself, of both academic and professional staff in the pre-move and move periods. In general, although they had managed moves for their schools before, their data suggested that they identified that this move was far bigger than those previous moves. It was also deemed to be more important due to the whole College organisation moving, and the move being a permanent one. The excerpts provided indicate how the administrative managers talked about the size of this move and its importance, placing it in context to, and in comparison with, other moves that they had themselves managed.

So, we had moved a couple of times already, um, but this was sort of a more significant move because it's right across campus, so it's a bigger move, but because it's meant to be our permanent home, whereas when we were building decanting in the past, it was for a while. So, you know, I think we've learnt something from every single move that we've done but I would certainly say that this is the most significant one that we've done as a school, that we've done (M5).

I mean some of it I knew kind of about because that was my 8th shift because I'd, we'd moved so many times, smaller times, with the departments moving with the buildings, with the remediation work, but I'd never been part of an entire college shift before and the logistics of it was just so difficult (M7).

The administrative managers expected that their role was to make sure that the move was seamless and effective for their schools, based on what they were normally responsible for. The excerpts below illustrate the range of ways that this was discussed, starting with this being a matter of fact assumption based on title and role responsibilities. This continues with discussions of this being something that was imposed on them by the project and ends with a general point that is more contextual, talking about administrative personality types and how that type both suits and may seek to take the lead on such moves anyway.

So, with a title like operations coordinator, you can imagine that I'm pretty involved in the process of getting people from one building to another building, so I had a fairly significant role in the process (M5).

And so I was kind of the go to person for the school of educational studies and leadership about the logistics of the move (M7).

And they're like well you know you need to do this for the schools, you know the old guilt thing, who's it going to be if it's not you (M6).

In terms of all the school administrators, you go into an administration position because you are drawn to working in the ways of administrators, so we are quite meticulous, and we are quite policy focused and you know attention to detail that's naturally in our personality, so we go there (M7).

Therefore, when looking to the administrative managers' ideal approach for the logistics of the move, what they expected was clarity and efficiency, starting with clarity about the process, specifically their roles and the roles of others. The quotes below illustrate the same theme from across the different administrative managers, experienced in slightly different ways.

Um, so I guess for us we looked for guidance on what our roles would be in the move. Yes, so we wanted to know what involvement we would have and, um, how we would, um, liaise with our staff (M6).

But yeah, there wasn't a lot of scoping or a clear delegation of this is what your roles are each supposed to be (M7).

I think with a little bit more support in the in the project planning team, cos [sic] [external expert] was so tied up in responding to everything that was going on from the actual contractors. And really when we would come to her as the school people and say what's the size of this room, what's going on with this, or is this going to have shelves in it or not, she wasn't, she wasn't particularly able to respond to us, because she was busy dealing with the other stuff (M5).

Their desired approach then required clarity and efficiency for the practical elements of the move, such as timing, resources, and support for the move. This covered multiple items from when they were moving, which spaces they were moving to, how many boxes they could take with them, how packing should work including the materials and who should do it, how moving should work in terms of leaving the old workplace and setting up in the new workspace, which furniture they could take with them, the state that the original workplace should be left in, where rubbish should be dumped, how moving problems in that the new workspace should be handled, how building problems such as with the air conditioning should be handled, how IT should be engaged to move and set up equipment, and how other departments like Facilities Management should be engaged throughout the process.

The goals were to be able to provide clear and effective direction to academics throughout and to ensure that the new workspace was set up properly for their school, with the potential to bring in outside logistics experts to help with such a big and complex move. The first quote below illustrates a common theme across the administrative managers, the lack of guidance on practical elements. The second and third quotes were unique to one administrative manager who was equally focused on the perceived shortcomings of the external experts in delivering this guidance. These quotes are included to highlight the importance of different experiences in shaping expectations and experience, as this administrative manager consistently compared the external experts hired for this project to a past experience with another external expert for a previous move. In that earlier move, the external expert was seen as adding substantial value compared to this project, and so created a perceived gap that they knew could have been done better.

So often people would come and be like, how many boxes am I meant to take, or where am I going, so you go back to the sheet and you go, oh, you're going to this room, and remember that you're sharing with ... oh, right, okay (M5).

So I think we all expected that in a project manager, someone who'd kind of be across everything, a good communicator, um, both up and down communication and, um, kind of thinking about those, if we're bringing in an outside expert they'd be aware of things that we didn't know (M7).

Um, when you have to book the movers or what state you have to leave your office in before the movers, like what does it mean to be packed. Yeah, so we were hoping to get that guidance, but it often wouldn't come (M7).

Finally, and related to their day to day role responsibilities, part of setting up the new workspace properly was for each administrator to understand and represent any specific interests relevant to the school. The quote below discusses storage for a school with specific consent form storage requirements. This quote was selected because storage was, and remained, a key issue for this school and hence in this particular manager's data. Their storage space turned out to be on another floor, while the storage space on their floor, which they had assumed to be theirs, was allocated by the project management to other schools, for unknown reasons. Separately, the head of school also highlighted this in a different way during their interview, by demonstrating the flimsiness of the locked storage in the rooms and hence its inappropriateness for the school's requirements. This deep understanding by the administrative managers of their school's needs, highlighted by this particular and important example, was key to their assessment of the change, and drove what they needed to know about and hence to manage.

And then trying to find out the big one was storage, a lot of, because we're quite a research-based school, so a lot of our staff have storage and so they want to know about confidentiality and where they would store it. Yes, documents and consent forms, um, we do, some of our research is in research cancer research, so it's medical as opposed to, so the ethics are different, and having to hold on to them, you know they have to be double locked, as opposed to just locked away (M6).

Overall, administrative managers understood their responsibility to be streamlining the logistics of the move as much as possible. This meant using their knowledge of their schools and the university to identify and fill in the gaps and to manage a move that was anticipated to be large, complex, and important for them and their schools. Their data indicated that this assessment of their responsibility was a mix of their own, the project, and their schools, as they would often be a first port of call for academics with questions about the move. Their experience and expectations of past moves also shaped their ideal change approach, assessing this as a major and important change that required structure, planning,

and organisation. It was also described as potentially benefitting from effective external experts to make sure that the move for such an important change went well.

Supporting Operations throughout the Move and Post-Move Periods. For the Finance Manager, responsible for the corporate office and hence general support services, two key role responsibilities were identified. These were IT tools to support the new workspace work, and facilities management processes for the new workspace to ensure that the facilities also supported operations.

For the IT tools, the desired approach was for the organisation to identify any new needs in time to allow appropriate solutions to be developed and rolled out. The first such tool was the room booking tool, required to enable the principle of offices not being personalised and so being bookable by anyone, as well as allowing easy meeting room booking. The second was the visitor management tool to allow access, given the open-plan space and lack of lockable offices. The quotes below illustrate how the Finance Manager raised these topics, by discussing their frustrations about them being done at the last minute, resulting in ineffective tools for each of these purposes.

You know, but we had this ideal for how this building would work, but then we didn't have the IT systems to support it (E2).

So right towards the 11th hour, I got asked to ask IT, hey, you know we need a room booking system. And so we kind of got this thing that, you know, is a bit clunky and it's good for booking offices but hopeless for releasing offices and, so, because it's so hard for releasing offices, no one really does it in the system (E2).

And it's exactly the same for, um, all the meeting spaces, like we have these ideals, for example, whereby you would be able to tell when you walked into a certain level which meeting rooms were available just by glancing at a screen, well that system wasn't ever put into the building plan and commissioned so we didn't have the system (E2).

For facilities management, the desired approach was for the workspace to be designed and working for the college, including noise, air conditioning, and furniture and fittings, thereby minimising any substantial facilities management work post-move. This was

identified in retrospect, with additional changes being needed once people moved in, but now in an environment with less funding available to actually make substantial changes. Again, the quotes below are used to illustrate how this approach was raised, by talking about the gaps to the ideal approach. The second quote in particular illustrates a common theme raised by most other participants, that there are still gaps in the facilities management approach that are outstanding and are at risk of causing frustration.

And so, for example, we have open plan office space right next to tea bays, and open areas where you have work booths, which are not, you know, they're kind of just like a booth, but the top is open, so sound travels (E2).

So we're still in November, and there are still things that have not been addressed, and so we've actually just taken on another project manager now, about a month ago, who reports through to me (E2).

Along with making sure that the corporate office was set up and successful in the new workspace, the desired approach for these support services was for the organisation to plan and prepare for end to end operations in the pre-move period in such a way as to minimise re-work required post-move. Control over the design of the workspace was not necessarily required or possible. Rather, this was more about dealing with the outcome of the actual workspace design process. In line with data from most of the participants, this ideal approach was broached in terms of the gap to what was actually experienced.

Driver 3: Contextualising the Change

In order to develop their ideal change practices, managers had to assess what the change meant for their staff and in turn what was required from a change approach. This assessment was done by both academic and professional managers and they reached similar conclusions, particularly on its impact for academic staff. For the professional managers, including the administrative managers, the assessment was that it was not a substantial change, illustrated by the excerpts below.

And I can say that I can almost draw a distinction between the college office staff and the academic staff (E2).

Well, I mean, one thing about professional staff or general staff is that we tend to just go to work, we don't tend to be half as fussy about placement (M5).

However, both academic and professional managers assessed and perceived this to be a significant change for academics, even the professional managers who worked with but were not responsible for academics. The quotes below illustrate the different ways that this commonly raised topic was expressed across participants, from perceptions of academic expectations about offices based on history to more personal observations from a range of managers on the identity-related loss and pain that this was presumed to cause academics.

I mean in the sense that people just expect that, if you're a university academic, you'll just have your office (E3).

And it's a big deal I mean it went to academic board, and it was, yeah, and there are challenges I mean there are, and most of those are cultural challenges (E3).

There was a lot of difficulty with this process, because up to now traditionally across the university, academics do have their own spaces, um, so I'm an academic, so one room, for want of a better word, and so traditionally that's the way that it's been done (M5).

And then, there was also this massive sense of identity, because you're an academic and you have an office, and you're surrounded with your books, and that's my identity (M7).

So it was this massive cultural shift, and they were just all, everyone was so stressed about how they were going to do their jobs (M7).

Ideal change practices then, reflecting the collaborative management approach preferred by the academic and professional managers, would be to acknowledge the size of the change, and do the cultural work required to help academics learn to work in and use the new workspace (assuming that their preferred approach of having offices was not feasible). The quotes below illustrate two of the ways that this was discussed. The first two quotes

describe how the change should have been approached from the start, and at the university as well as college level, with realisation of and consideration for the radical nature of the change for academics informing the entire approach. The last quote describes a gap by not so much in terms of what was done, as there were some collaborative and experiential activities, but in terms of who it was done for, being senior managers as opposed to the academics who needed it.

(T)his was the first time that the university has ever moved academic staff to open plan and, yet, they had they had no contingencies available at all for, for design errors, or what I'm, what, what, I'd call a design error (E2).

And I just think there should have been some consideration at the university level thinking that we're going to do something quite radical, in relative terms very radical, and they should have more contingencies in place that were available to ameliorate these issues that are inevitably unforeseen until you live in the space (E2).

I think the biggest disconnect was helping prepare academic staff for a new way of working and actually, so, like, um, they took the senior leadership, or whatever our team used to be called, to, was it Massey, they flew them all up and they took them on a tour around their facilities to show them it could be done, and then they took them into Lane Neave in the city when their building was built, and they showed them how it could be done, which was great at the senior leadership level, but it wasn't those guys that needed to be convinced, it was the rest of the team that needed to be convinced (M7).

However, the success of this was not assumed to be guaranteed as there was a recognition that there may have been limits to how much could have been achieved even addressing the culture directly. This was because of the nature of the change to open plan for academics and the perceived negative reception by those academics. The quote below represents similar feedback from several of the managers.

I'm struggling to think how to articulate this - there were some aspects of the design that - you know - people found very difficult to cope with, and, and, open plan office

space was one of them, and preparing for that was very difficult because people were fundamentally and ideologically opposed to that concept, didn't think it would work (E2).

Separate from being able to influence the change, the importance of accurately assessing the nature of the proposed change and then responding to that was a core part of how managers approached it. As with change management generally, the goal was not to be perfect but to develop an approach that best reflected the change, the organisation, and the staff involved.

Driver 4: Realising the Change

A final and important driver for the ideal change approach was learnings gained throughout and from the actual change process, reflecting the limitations of imagining materiality, as opposed to seeing, being and working in it, and the need to either use an approach to address this or be able to act to evolve and respond to it.

For this change to a new contemporary workspace, the importance of visualisation and prototyping to give people a better frame of reference became clear, because of managers' own experiences and because of what they observed with others in the organisation. A range of quotes are used below to show how often and the different ways that this point came up in the data.

So, I think, much like myself, some of them had to really see the building, and because we went through the stage of we're moving but we can't show you the building and these kinds of statements, you know, you know, that people found that very difficult because some people are quite visual, like I am, so they make their decisions and their thoughts by actually being in a space (M5).

I think it [central Sharepoint site with photos and plans for the new workspace] helped but I still think that it would be better for anybody else who's doing a move like this to physically see and tour the spaces a lot more than we were (M5).

Living it and knowing it intellectually, and having to live it and make it work on the ground through an experience, are two very different things (E3).

So we can often find ways to make things happen but it's imagination, so people have to be able to visualise it, and if you can't visualise it and you keep trying to live in out of kilter, you have to work with this building (E1).

When reflecting on this need for visualisation to be able to grapple with and make sense of the space, there was discussion, when prompted, by three of the managers of what could have been done instead, such as creating an artificial reality version of the space or creating a prototype, but discussion quickly turned to blockers instead. These were framed in terms of lacking a budget or potentially time to do this, indicating that it was not viewed as a feasible option. As such, the main way that this driver was talked about, similar to the other drivers, was in terms of what could have or should have been done instead.

Summary of Ideal Change Practices Approach

Analysis showed that managers had their own ideal change practices to manage this change, with some variation between the focus areas, or the specific change practices, for academic and administrative managers, but with consistency in terms of the sense made of the overall risks of the change, its radical nature for academics, and the preferred approach to address that risk for those academics. This was a collaborative, cultural, and experiential approach that involved academics in its design and in the practices that resulted. Four drivers were identified to explore the different sensemaking and change practices that resulted for academic and professional managers as they sought to apply their understanding of this change, its risks and its effects to what they managed and how they managed.

The first driver was **managing the change**, which related to academic managers who had direct responsibility for academics in the various schools in the College. It looked at how they made sense of the change and then how they would have liked to manage its transition. This driver found their approach to managing the change was rooted in how they managed generally, looking to collaborate and build relationships with their staff, to lead the way by using their skills, knowledge, and experience to frame and interpret the change, and by navigating the tension between global and local needs, a common requirement for any middle manager who has to manage up and down. Although not stated explicitly, the change in this context can be seen as just one more instance or event that they have to manage out of many that may be affecting their team and that they have to continuously balance and keep track of.

The second driver was **supporting the change**, and referred to the professional managers, including all the administrative managers and the finance manager. These

managers managed support functions, such as the actual move and the implementation of tools like the visitor management and room booking systems. While these managers identified and were aware of the risks of this change, their responsibility and hence focus was on the clear, effective, and efficient support for the change. Their specific change practices therefore included practical activities, such as clear definition of roles and responsibilities between the project and themselves, practical plans and guidance from the project on activities, plans, and timings, and the use of external logistics experts to manage and guide the change across the College.

The third driver was **contextualising the change**, which refers to academic managers, having determined how they would like the change to be managed, then made sense of and identified their ideal change approach and practices. The specific change approach was a collaborative, cultural, and experiential one to address the radical nature of the change for academics. The change practices included possible face to face ‘imagination’ sessions to visualise what operations could be like in the new workspace or to discuss what they could leave behind when they moved. It also included workshops to actively design a new culture for academics who no longer had offices, or incorporating academics in the actual design of the change, rather than just have them tinkering on the edges of the already agreed change, or by creating ways for people to interact materially with the change, like prototype offices, rather than relying on visits to the building site or plans on a Sharepoint site.

The fourth driver was **realising the change** and reflected another aspect of managing. This is specifically the ability to evolve the change approach and practices over time and in response to the limitations of imagining materiality as opposed to seeing, being and working in it, and the need to be able to act to evolve and respond to it.

The core assumption underlying these drivers, and addressed in the next section of the chapter, is that the managers would be managing the change and so would have the space to determine who was managing it, how supporting it should work, how the change was contextualised and what practices were used, and finally how change practices could be evolved over time and in response to the changing materiality of the workspace.

This perception of how the change should have been managed threaded through their assessments of and understanding of what did happen, creating a baseline for how they experienced the actual change approach and making them aware of the limits of that approach if it was not able to be implemented. This ongoing engagement with change

management was also highlighted as being key because the change was also described as still being ongoing, as seen by the interview excerpts below:

And I think the important thing for change management is for people to understand the ongoing nature of it (E1).

And that's the tricky thing with this building and you'll hear about it, we're not finished, and we're literally not finished with the building (E1).

And so yeah, so we got people settled in here, so this year has really been about the culture change part, and so we're still on that journey (E3).

This means managers are still having to continue to plan for and manage this change and its effects on their teams, indicating the ongoing effects of a change from a traditional office layout to a contemporary workspace.

Overarching Theme Two: Agency During Change

The second major theme was managers' expectations about their ability to manage the change, and in particular to shape the actual change approach and change management practices used, which were modified in the face of experience. This workspace change, applying to a whole organisation and changing both the buildings that staff worked in as well the layout and hence the way of working within them, was broader than the managers and their teams alone, bringing in multiple other teams, managers, and desired practices.. The two drivers identified for this theme were: i) **their role in shaping the change management processes** used for the change: and ii) **their role in shaping the change** itself, which combined to drive two different outcomes in the pre-move versus the post-move period. First, managers were **acted on** in the pre-move period, by a combination of formal and centralised project management and top-down decision-making on the change; and second, they were **working with** the change in the move and post-move period, with no formal project management processes, mixed change management, and mixed decision-making on the change.

This core combination of the processes used and the associated roles created, was evident in both their ideal and the actual change approach, but differed in the details and

hence scope it gave them. With their ideal change approach, their role was to lead and shape the processes, while the actual approach often gave them different roles and a more reduced scope. This will be illustrated by describing the two different processes and roles that managers encountered and are encountering still through this process. First, the pre-move period where managers were acted on. Second, the move and post-move periods where managers were more active but were still having to work with the change as designed and with some formal change management processes.

Acted On: Managing Change in the Pre-Move Period

In the pre-move period, analysis showed that managers experienced top-down control of the change and its vision by the Pro Vice Chancellor and the vision for the change, plus formal and centralised control of the change approach and change management practices. This was through a project with dedicated project staff who took responsibility for timing, communication, change management, and logistics. Their change approach was operational, focused on logistics rather than collaboration and visualisation, and the role of managers in both administrative and academic functions was to support these formal project processes. The outcome was that they were ‘acted on’ through the pre-move period, with reduced space to act in line with their desired approach, creating a gap to authentic leadership for the academic managers and compromising the support that the professional or academic managers offered.

Top-down Vision for the Change. The most consistent point raised in all the interviews, and one that all the interviewees started with, was that the vision for the new workspace was a ‘top-down’ one driven by the then Pro Vice Chancellor, who decided on the activity-based layout and who had a specific vision for the change, even down to the curation strategy. The quotes below illustrate the different ways that managers discussed this.

At that stage, our PVC...had a very clear vision. She had been the person who had driven many of the decision towards an open plan set-up and activity-based working and how much of the building we should have, should we have all the building or just the floors that we've got now, so (the PVC) had a very clear vision and was driving that from the top (E1).

And I'm not sure all of the things that happened in the background but all of a sudden we only had three floors and we still have the same number of people, so we had to

figure out how to live in the space differently, so, we had to think, so the previous Pro Vice Chancellor actually said we should move to an activity-based working environment (E3).

For the managers, this meant that their interpretation was that either they could not tell the story or the vision for the change or they assumed that others could. It also meant that they and their team were unable to collaborate on and influence the change and the new workspace as they might have desired.

Centralised Change Management. To go with the top-down control of the vision, a formal project was appointed with a project manager, a project specialist whose job was to organise the logistics, and a dedicated senior manager from the organisation to represent it. Their roles were to develop, lead, and guide the change management activities, leaving reduced space for the managers to implement their own change approach. The quotes below illustrate how the managers experienced this. It was often raised in a matter of fact and slightly passive way, potentially indicating their lack of control over this team and what they were doing.

So they ran the projects from, in terms of you know the communications, they sat on the, what's called the project control group, the PCG, uh, and managed all the communications, change management, planning, logistics and anything like that (E2).

Across the college, so [external expert] was bought in to coordinate between the people who were building the building, the FM people who were kind of liaising with the people building the building, and us, who were the people who were going to live in the buildings, so she was sort of bought in as the person to communicate between all three sources (M5).

This also included managing the milestones and dates for actually moving, causing much of the change management work to be done far in advance of the move when building delays, managed by the project, caused the move dates to be pushed out. A common point in the accounts was managers noting that this reduced the effectiveness of the change management measures, particularly around the actual move.

So maybe if the, a lot of the prepping, so we got boxes a year before we actually moved and you know people started packing up and then it was delayed cos it was when I was in Kirkwood and it was like, well, it went off the boiler, so I think if it had been, if it was, if it had happened just before we moved, it would have been a lot more effective. All the discussions and everything happened much too early (M6).

Now, having said that, that's easy to say with hindsight but in the lived moment, given the building was delayed for a whole year, it became, so we were meant to be in a year before we actually moved in, so it's very hard to mobilise that kind of organic energy for an opportunity when, no, actually we're now staying (E1).

Because of the top-down and centralised approach taken to the project in the move period, managers' responses to the initial interview questions on how change management tended to be short, relatively factual or to the point, and somewhat passive, reflecting on the outcomes of how others, like the Pro Vice Chancellor, approached the change. This potentially reflects the lack of control that they had over managing the change and the change management practices.

Operational, Rather than Collaborative, Focus. The change management scope therefore was given to the managers by the project team and was interpreted as requiring them to focus on it in practical terms of moving their staff into the new building. The major change activity discussed by all the managers for the pre-move period was determining how to allocate the seating that they were given. This was described as a mix of lockable offices and open plan seats based on the number of people in their school and given to them by the project team. The quote below is the most evocative example of a process that was described in a similar way by all the managers, reflecting the tweak that this school put on the activity that they were all given and ran in similar ways:

And so there was sort of, almost a dating matching process that went on, where we were like if you were to go into a shared office who would you like to go with and could you nominate a couple of people and yip, people did, so they came back and said I could live with this person or that person or the other person (M5).

Managers were able to and did run a collaborative process with their teams to determine how to allocate this, with most of them deciding to allocate based on role rather than seniority, giving programme coordinators offices as much as possible. However, this was within the context of the already determined change that they had not been able to influence and within the context of this centralised change management approach that focused on the operational. The two quotes below illustrate different ways that this was discussed, the first in terms of dealing with and managing what they were asked to look at, and the second in terms of its outcome, which was that it was too process-oriented and hence not as productive as it could have been.

But it was one of those things where you have to be quite sensitive about it, take soundings from your managers, put together some tentative plans, you know, then go back to your managers, what do you think, would this work, what do you think about option a or option b, that kind of stuff (E2).

So, I think that's, if you ask me what's been the biggest tension in terms of how we've managed it, we adopted a management style that was very process oriented. But I feel we could have been more, um, we could have worked more productively in that space and then put the operational stuff in service of the vision, would have been a stronger way to go at it (E1).

As another example of collaboration within the context of working with the new space, two of the managers who had been there since the start also did work on office etiquette and principles for working in the new workspace, again as part of the change approach for the pre-move period. The manager in the quote below could not remember the context for taking this step, that is, whether they initiated, or were directed to do it, but one of the other managers did the same thing. This indicates that it might have been directed from the top-down and centralised project team.

But I did lead some discussions around what's life going to be like in Rehua and how are we going to manage that, because we all knew that we were moving to an open plan office environment, so we did do a number of workshops around, for example,

how is this going to work and we produced a document called office etiquette and, and bits and pieces like that (E2).

Finally, the project's change management activities that were discussed, some of which were used or taken up by the administrative managers in particular, included opportunities for staff to tour the building construction site after hours, a Sharepoint site with plans and building information, and some furniture prototypes that were placed in shared spaces in the original workspaces. While some of these were discussed as being useful and being used or promoted to other staff members, they were part of the centralised project and change management approach rather than developed by the managers themselves, and the descriptions of them were relatively neutral. After analysis, it was assessed that this likely reflected their distance from owning and managing the change approach and change practices used.

Reduced Space to Act. As a result, the way that managers talked about developing and implementing change management practices in the pre-move period was limited, as they had reduced opportunities to act and instead acted as a funnel to the project's desired change practices.

They were still able to implement some elements of their desired change approach, but again it was within a reduced scope of largely acknowledging the change that was coming, instead of shaping it, and thinking about their approach to it and to what they did know. The two quotes below illustrate slightly different ways that this was done, with one school explicitly accepting the unknown and the other beginning to think through how they would deal with what they did know.

I think I think we did see quite early on that we weren't necessarily going to know everything about the space before we moved in, that there were going to be some unknowns, and so we talked about that in school meetings and things like that, so we know what we know but we also know what we don't know (M5).

So what do you want to leave behind, what are you not packing, and I thought those discussions, so at [our school] we began having those discussions and trying to do a very collaborative process of thinking about what will, what do we want to get out of

this opportunity (E1)?

The outcome of this top-down and centralised approach in the pre-move period was that interviewees often talked about what could have, should have, and would have been done, effectively comparing this actual change approach to their ideal one.

Working with: Change Management in the Move and Post-move Periods

During the move into the building and in the ongoing post-move period that the organisation is still working through, the change approach ended up being more mixed. This created more of an opportunity and a role for the managers to influence it, as the vision and the determination of the change was still top-down but with less centralised project and change management. It was also because the project ended and its team members were disbanded around the time of the move, but, most importantly, because staff now actually worked in the space day to day and so started to provide feedback and ask for changes, which in turn required managers to respond. However, while managers had more space to act and more need to act, they were still limited by or had to consider the change itself, and particularly the physical layout and implications of the newly built workspace. This included considering the implications of how the change process itself was run in the pre-move period, specifically its focus on management around dealing with working in the pre-determined change rather than collaborating on the change itself.

The result was managers 'working with' the new workspace, in different ways based on their role. During the move period, administrative managers took the lead in line with their role responsibilities to manage the logistics within the structure provided by the project and while dealing with the realities of the new space, such as offices that were smaller in real life than they were on the plans. In the post-move period and the new day to day operations, the academic and professional managers took up the reins to respond to feedback and manage staff experience of the space. This was in line with their practice of management or their responsibility to support operations, while they were also dealing with the practicalities of some academic staff struggling with the new space and its layout. For managers, the outcome of this balancing act, between what staff may want and what the space and the vision for it allow, is still being worked through. It generally seems to be coalescing around recognising that 'it is what it is', with limited options to change the desks and office spaces that people have, but with some other options to tweak elements of the shared environment itself, such as managing the noise from the tea-bays in the middle of each floor. Testing and tweaking,

working out how to manage the impact of the change on staff was and is expected to be an ongoing process with no clear timelines for when it will end.

Move Period: Balancing the Plan and Reality. As the move date was finalised and so the need to move was confirmed, professional managers, specifically the administrative managers, found themselves increasingly involved in the move logistics to fill gaps between the plans created by the centralised approach in the pre-move period and the realities of the move on the ground for their staff.

In the pre-move period, the administrative managers had been told that the project management team would manage the move logistics and their role was to funnel that information to their teams as needed, such what they needed to pack. However, the project team were increasingly busy with the rest of the project and getting the building ready and so relied on the administrative managers and their staff to actually facilitate the details of the move. The two quotes below give examples of each of these points, with the first describing how the move was pushed on to the administrative managers, and the second reinforcing the project's focus areas, which left operations short-changed.

No, they said that we'd have to pick it up and we went back to them and said, but you told us we wouldn't have to be involved, and they're like well you know you need to do this for the schools, you know the old guilt thing, who's it going to be if it's not you (M6).

And really when we would come to her as the school people and say what's the size of this room, what's going on with this, or is this going to have shelves in it or not, she wasn't, she wasn't particularly able to respond to us, because she was busy dealing with the other stuff (M5).

So while the project had organised key logistics elements like the movers, which furniture could be moved and which would stay, and how many boxes people could take with them, the administrative managers decided to take the lead to identify and fill in the necessary gaps. This was based on their experience managing logistics generally and their knowledge of their schools. A major gap was organising packers to pack and unpack for the schools, including the academics, some of whom the administrative managers knew did not want to move and some of whom were not around to move at the end of the year. It also

meant moving all the general goods that each school had, such as stationery rooms, resource rooms, noticeboards, machinery, etc. All of this was also done while organising results and doing their day to day job, which all but one of the administrative managers described as being tough and causing stress. The quote below illustrates the biggest negative effect of this work being offloaded onto the administrative managers:

So what they did, I ended up cancelling my leave that week leading up to Xmas cos we moved in and then it got delayed, so then they asked us to come in and do some stuff (M6).

When unpacking and moving in, administrative managers also found and had to deal with differences between the plans and reality. This ranged from the storage room on one floor not actually being for the only school on that floor, to offices being smaller in reality than on the plans and not fitting the two people allocated to them, to the light fittings in the offices being in different places from the plans and therefore making the planned desk location unusable, to furniture being incomplete and unusable. The following four quotes are indicative of the range of problems that administrative managers found when managing the move.

And then, I don't know if you heard that all the tambours arrived, but like they're there's just shelves there's no filing things in them, you've then got to purchase them. Yeah, and you can't, so they're shelves and if you want to buy filing things you've got they're really expensive and there's no budget for them (M6).

And when we got here, there were all these other boxes there and we were like, um, where are these boxes, and they were like, well, that's not your storage room, and we went well, what do you mean it's on our floor, and they were like, no, no, that's been allocated to STED which is on level 4 (M6).

It was a two person office but they moved in they went to put the tambours in and so it's like this wall and they went to put them [there] and [there and they're like you can't put it there, and they're like that's where it is on the plan, your desks go there,

and they're like, but we won't be able to turn the lights on (M6).

It's still not perfect, because some of the spaces, we were told the shared offices would fit 2 people but in effect some of the shared offices are significantly smaller than we thought they would be. We didn't know this before because we weren't allowed in to the building (M5).

For administrative managers, this mixed change approach in the move period meant working with the formal project and change management approach and plans, but believing that they had to update and amend them in response to their schools' needs and the gaps identified as they actually started the move process and so had to engage with what it meant for themselves and for their schools. The outcome was that they had to decide how much work they were going to put into the move process, with one administrative lead deciding to manage the workload within already available hours while the other leads cancelled annual leave to pick up the extra workload. They all had to decide what to act independently on, to better manage the change and the move for their schools. A common example was moving select furniture, such as trolleys, from the original workspace to the new, even when they were directed that no furniture or fittings were to be moved across. This is because their experience showed that they needed this equipment day to day and the plans for the new workspace did not include them. The examples above, such as not being able to move a desk's planned location without permission even if it meant that the lights were blocked, show the limits of where they could act independently. This was the difference between changing what was planned (the desk location) and adding to it where there was space (the trolleys and other useful furniture).

This process of working with the planned move and comparing it to and dealing with the actual space and what it required of the move, both gave these administrative managers some space and need to act, in line with their role responsibilities and ideal change practices, while also creating a framework within which they had to operate and assess the limits of their change approach.

Post-Move Period: Balancing the Plan and Reality

In the post-move period, staff moved into the new workspace and started working within it, while the project to formally manage the change was disbanded. This created both feedback and desire for change from staff that required their managers to respond (and

potentially to act) while simultaneously removing much of the centralised project management processes that had guided the change approach in the pre-move period. Similar to the administrative managers in the move period, this created more space for managers to act and manage the change, theoretically allowing them to implement their ideal change. However, in practice the reality of the change designed in the pre-move period and in a top-down and centralised change approach created a baseline and a set of limits that were not able to be easily adjusted (if at all). This then created a framework within which they had to act, and which also shaped their response.

A common theme in accounts for the post-move period was the need to deal with and manage staff response to and experience of the contemporary workspace. This included positives, like the central location of the new building and its aesthetics, but also negatives in regards how people actually work in it (both offices and open plan). Examples included noise, particularly from the central tea bays, air-conditioning, and the change in office layout to the mixed offices and open plan space. The quotes below illustrate the different kinds of problems that were noticed, from practical difficulties with the building to a range of negative responses to working in the space, from people who just struggled with it, to those who chose to leave the organisation partially because of it, to those who feel they have been or could be disadvantaged, to those who broke its rules deliberately.

So there's been quite pressing, immediate issues to work out, for instance when we first arrived, things like the lifts weren't working, and you're in a building of this height (E1).

So I have some of my team finding this a very difficult space to work (E1).

(S)o I had two retirements and a resignation and both of them indicated that they wanted to be on the main campus but they didn't really like the philosophy and they felt that was either timely to retire or, um, they were looking for alternatives (E4).

Anyway, um, so about six months in, I had a request from some of the staff that, um, they felt that, felt that perhaps that the seating, the seating arrangements, could be changed to be more optimal [as some of the desks had people sitting back to back, which was hard to work in] ... So yeah, literally I got people coming to my office

saying they couldn't sleep worried that I might move them (E2).

But then people have decided that ideologically it (visitor management approach) doesn't work for them so they're just breaking the rules, right, So they're telling, they're telling colleagues, oh, don't go sign in, just text me, and I'll meet you at the door, and they're saying the same thing to students (E3).

These responses also included people who were opting out of the space almost entirely, working from home instead or limiting their time at university to teaching and then going home to work. This was noted by one of the managers as having implications for communicating with them and managing their health and safety:

Yes, and there are certain people that we don't see much anymore because they are choosing to work from home (M5).

But I am concerned about those who do choose to work from home with those health and safety aspects, especially around ergonomic environment and stuff, because we can't control that (M5).

Managers therefore interpreted these responses as placing an ongoing requirement on them to manage the effect of the workspace on staff. One academic manager identified the risks if they did not respond to their feedback in a way that one other manager also discussed this:

And the challenge that we've had is that the more that we spend time in the building and we don't we can't make some of the alterations that might make the building be more functional, the, the, culture gets reinforced around things that we don't necessarily want (E3).

However, managers also discussed how they had to consider the framework laid in the pre-move change process. A key one when looking to adjust the space was a pre-move decision to not make any changes for six months, to let people get used to the space. This was a recommendation made as part of the overall project process and their associated change

management activities. The quote below is used to show how this change was understood, as something that was recommended to them and then managed by the centralised project team, rather than coming from how they would have managed the change themselves.

[Second external expert] said “Hey I think you should really think about telling your staff that you're not going to make changes, cos [sic] you need to live in the space” and so he actually advised us, and we all thought, ok that's a good idea, let's communicate that out, and so we did (E2).

This inventory process, once completed, highlighted and formalised feedback, and resulted in initiatives kicking off to have volunteers investigate and make recommendations to address them in line with the desired collaborative approach, such as reviewing how visitor management does and should work. However, data showed that what has become clear to managers is that the workspace and its design will limit some of the options, whether addressed formally through inventory initiatives or informally and directly. For example, one option for visitor management was to remove the glass doors on each floor to allow immediate access to staff. However, this would mean assessing potential flow on implications such as the fact that there are no lockable offices now, meaning security and additional options like adding reception to each floor would have to be considered. The following quote, from the academic manager who was the most committed to the change, is used to illustrate the mindset being taken to these initiatives and the attempts to respond to feedback:

So it's just a, it's a complex web, it is, it's like a spider building a web, once you've built certain parts of it, it's done (E3).

Additional considerations from the pre-move period still shaping responses by managers in the post-move period include the need for consolidated responses. This refers to the imposed need for the teams to act jointly as much as possible rather than adjusting the workspace just for their team. It also includes the space principles informing the space, particularly the fact that offices are not personalised and so posters or certifications or artwork cannot be hung up in them. Each of these considerations was noted by managers as having to remain in place as they are, with limited ability to adjust them. The final

consideration, the university's interest in and willingness to pay for additional changes, was not directly related to the pre-move project and change approach but could be seen to be a consequence of it, with the perceived gaps that it did not address having no clear path to resolution post-project. The quote below represents the expected difficulty in getting future funding from one of the managers who was both seeking to respond to feedback and investigate fixes, while expecting limits on what fixes would be able to be implemented if it cost anything.

If we want to do something about it, we have to go back to the university and put in a request, which then competes for everybody else, with everybody else (E2).

The outcome for managers in the post-move period is that they are still managing the change with their teams and at the executive level. They are trying to collaborate and lead the way where they can, such as one manager requesting a new project manager to help manage improvements to the tools and facilities used to support operations in the new workspace. Most also talked about finding solutions that are in their control where possible. The first quote below illustrates how one of the academic managers was acting where they could, by finding alternate ways of working for their staff as needed. The second quote, from one of the professional managers, shows them also acting in line with their responsibilities, but to address the facilities management feedback about the workspace.

And that might be thinking options through, that might be, um, making sure they've got access to another space that they can work in, it might be making them understand who else might be working, it might be bringing in some marking support, who knows, it could be a whole range of things (E1).

The big things is trying to control the noise um or quarantine the noise in that tea bay work booth area, if we could do that we would take away probably 80% of the heat, and not that probably, heat's not the right word to be honest, because I think most people are kind of, you know, that they understand the position that we're in and by and large they're you know just beavering away ... um, yeah (E2).

But their change approach also has to consider and deal with the new workspace created in the pre-move period, resulting in an evolving approach of learning to adjust to the workspace and work with what it is.

It is what it is, and we're making the most of it, and I'm trying to work within the rules, but support the needs of my staff (E4).

Um, but that's what everyone is going to have to do, they're going to have to compartmentalise that frustration about the way that the building was designed, it's too late, nothing we can do about it, um, let's just move on (E2).

We can't change the fact of the building but we can change our thinking about what it enables us to do (E1).

These quotes show a consistent theme across managers of working with what they have, with all of them individually deciding that seeking to move forward is likely the most productive ongoing way to handle the change in workspace.. However, particular phrasing used in these examples, and alluded to in other data, highlights that this approach is based on perceived blockers limiting their ability to act, making it a realistic but not ideal and potentially not even acceptable approach to resolving the feedback that has been raised. This assumption is made based on some managers' comments that even when they looked to make changes that were not dependent on the building itself, such as changing principles like no one owning an office and hence not being able to personalise them, they were blocked from making the change for a variety of reasons. This indicates that the workspace and approach to it from the pre-move period created a benchmark that they could work around but were not allowed to change in substantial ways.

Summary of Experiences of Agency During Change

How managers experienced the amount and type of agency they had during the change were key to determining the change management practices actually used for the transition of operations from a traditional office layout to a contemporary one with an activity-based working layout. While they had identified ideal change practices taking a collaborative, cultural, and experiential approach that leveraged their and their teams'

knowledge and expertise, their agency determined the role that they had within determining the change management activities and hence their ability to decide them.

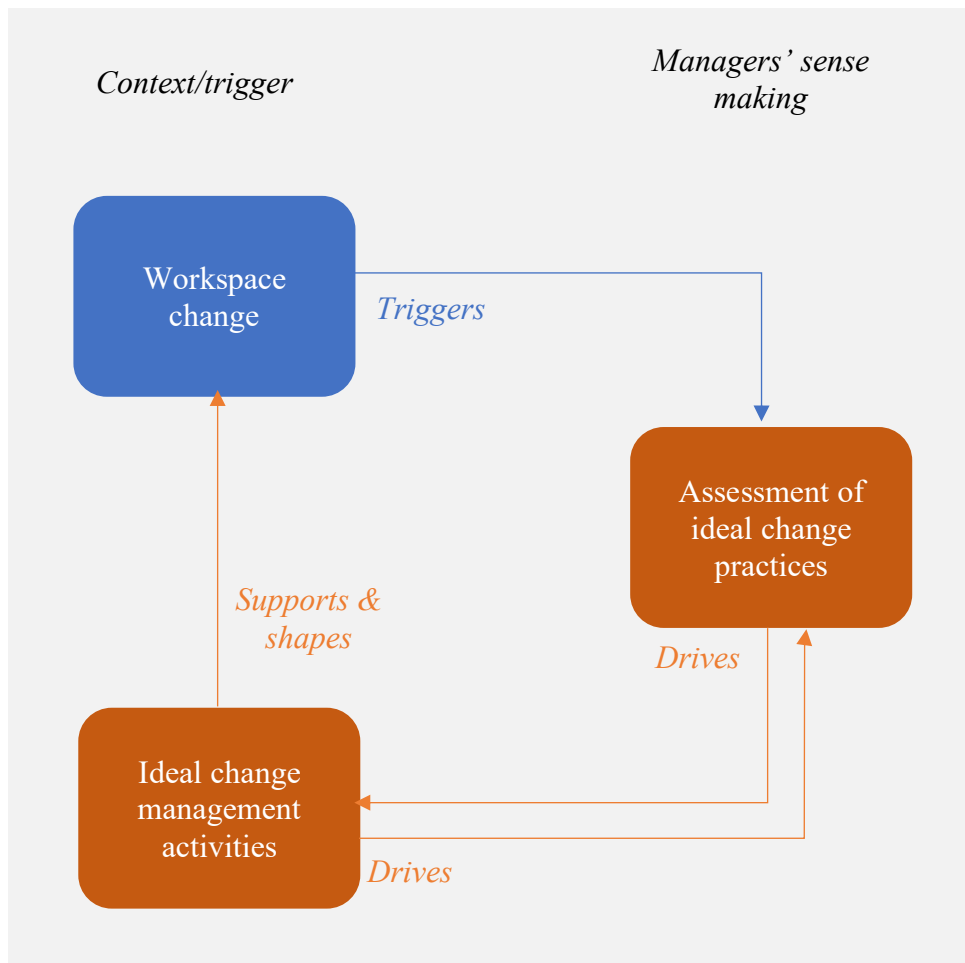
In the pre-move period in particular, where the change was still being planned and so was not experienced day to day by staff, ownership of the change and of the change processes was top-down and formalised. Managers acted more as a funnel to direct and enact the project's change management practices, reducing their opportunity to act as desired. While the disbanding of the project team in the move and post-move periods combined with greater need for managers to act as their teams moved in and experienced the actual new workspace day to day resulted in greater space for managers to a potentially implement their change practices, they found that they had were constrained by the framework established in the pre-move period. This included the change management approach used given the radical nature of the change and a new building and layout within that building that created physical realities that were not easy to change to the new lived experience of the space. Managers could and were in the ongoing process of adapting their change approach to this new built reality, figuring out different ways to live with and accept the built space in general. This included making retrospective sense of how the change could have worked in the pre-move period to help inform what they could and could not seek to adjust about the workspace and hence to their teams' ongoing response to and experience of it.

Conceptual Framework for Managers' Sensemaking Processes During Workspace Change

These findings illustrate the complexity of change management and hence sensemaking about it. Managers first must consider the context, specifically the change and the change management activities that apply, and then interpret them as part of developing their **ideal change practices**, in response to the change, and then understanding their **agency during change**, when determining their ideal change management activities. The implementation of ideal change management activities, aligned to managers' ideal change practices, also supports the ongoing assessment of ideal change practices, meaning that managers have the space and authority to evolve their ideal change practices as they go and as they get feedback. This is illustrated in Figure 2 below.

Figure 2

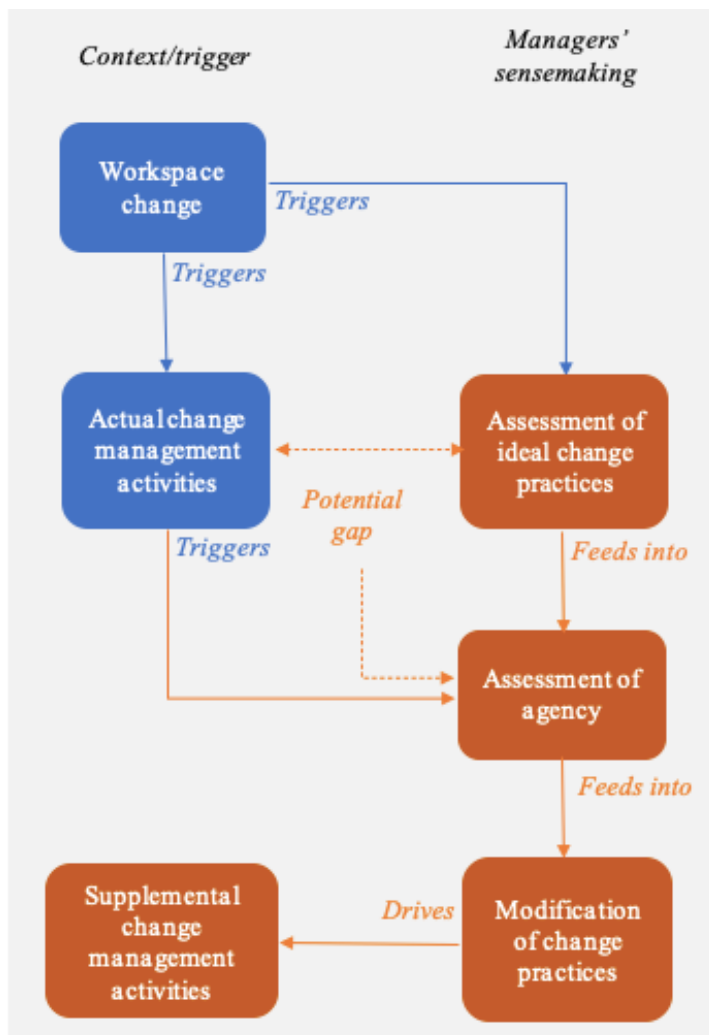
Ideal Change Management Experience



In this case study, the actual change management experience was not aligned to managers' initial sensemaking. This was due to top-down change practices that were imposed on the change, which triggered additional sensemaking, thereby resulting in managers' modifying their change practice and picking when and which supplemental change management activities they were able to do. Figure 3 below therefore shows the conceptual framework for this case study, describing the sensemaking processes when managers do not have agency during change.

Figure 3

Conceptual Framework: Sense of Imposed Change Management Experience



The next chapter builds on this conceptual framework by analysing the implications of these sensemaking processes for managers responsible for transitioning operations to the new contemporary workspace, managers who wanted to lead the process of managing the change but had found they had limited agency to do so.

Chapter 5: Discussion

This study examined managers' sensemaking processes when leading a change in workspace, in particular how they made sense of, developed plans for and led change practices as part of the transition from a traditional office-based layout to a contemporary workspace with activity-based working, as detailed in the two research questions:

Question 1: How did managers make sense of, plan for, and manage the change to a new contemporary workspace?

Question 2: How did the form and intended affordances of the new workspace affect their change practices?

The key findings were that managers identified ideal change practices based on their professional practice and then had to consider their agency during the change, and in particular their ability to determine the change practices and activities actually used, with additional sensemaking being triggered if they did not have agency, affecting how managers approached the change and the change practices that could be used throughout the pre-move, move, and post-move periods. This chapter discusses the implications of these managerial sensemaking processes when they had restricted or limited agency during change and then discusses them in terms of existing understandings in the literature. In the literature review in Chapter 2, two phases were completed with the first phase being focused on the key topics of defining contemporary workspaces, understanding the role of space in organisations and hence the process of workspace changes, and understanding the role and activities of middle managers during change. The opportunity highlighted was the intersection of these topics and in particular taking a practice approach, rooted in sociomateriality and the belief that space shapes and is shaped by practices, to managers' experience of managing a contemporary workspace change. Initial findings from inductive analysis lead to phase 2 of the literature review, as they highlighted the importance of how managers practiced leadership generally to understand their change management experience, with particular focus on the implications if they were not able to lead as they wanted to. These additional topics therefore covered different aspects of leadership, starting with authentic leadership, then looking at sense of professional self, or how managers leveraged their professional identity when managing, and finally looking at change leadership, to understand change leadership in relation to leading

generally. The key opportunity highlighted by this second phase of the literature review was to the importance of context when managing change, specifically the individual acting as a manager, with their particular experience, skills, and knowledge and with their particular knowledge of the organisation and their team forming a baseline that shaped how leading change was approached.

Building on the conceptual framework showing how managers' limited agency to implement ideal change practices created multiple triggers that necessitated ongoing sensemaking, this chapter discusses two significant contributions related to agency. The first is how agency during change shaped managers' ability to lead authentically and the effects on themselves and the change when they could be authentic. The second contribution is analysing how ownership or appropriation (Dale, 2005) of the workspace helped determine agency for managers during the change. These contributions are intended to flesh out a fuller understanding of managers' sensemaking processes during a change when they were not able to manage and shape the change as they may have wanted to.

Significant Contribution 1: Agency During Change Shaped Managers' Ability to Lead Authentically

The degree to which managers could be true to and enact their values and beliefs about their professional practice was modified by the level of control that they had during the change.

Limited Agency, Limited Authentic Leadership During the Pre-Move Period

In the pre-move period, managers experienced a gap between their ideal change practices, rooted in their professional practice and the different ways that that led them to make sense of and manage the change, and then their agency during change, where a top-down approach to the change limited their ability to determine the change practices that were used and hence resulted in their assessment of what 'would have', 'could have', or 'should have' been done instead. The effects of them not being able to lead authentically built up throughout the change process, creating a history of how the change was led that affected their change practices in different and ongoing ways. These intertwined findings and effects are discussed below.

Ideal Change Practice Process. The literature on authentic leadership, sense of professional self, change leadership, and middle managers during change, if taken together from a process view, highlight the importance of the leader in context when leading change,

that is the particular leaders with their own **professional sense of self** acting in line with that professional practice (**authentic leadership**) in the context of a particular organization and role and their understanding of that context (**middle managers during change, authentic leadership**), then applying themselves and that understanding to the context of a specific change (**change leadership**) as they would to any other initiative under their purview and for the benefit of themselves, their team, and their organization (**authentic leadership**).

Authentic leadership literature focuses on the importance of the leader themselves, and of their identity and life stories (Shamir & Eilam, 2005), in line with the philosophical basis of “to thine own self be true” (Avolio & Gardner, 2005; Gardner et al, 2005; Gardner et al, 2011; Luthans & Avolio, 2003; Walumbwa et al, 2008). Sense of professional self literature then discusses the process of identity work in professional environments more particularly, highlighting the importance of self-identity being reconciled with the social identities of professional roles like managers (Brown & Coupland, 2015; Ibarra, 1999) so that the manager can understand themselves in a professional context and in their role as manager. When compared with authentic leadership as a construct, this refines and complicates the idea of authentic self, indicating that part of the identity process requires considering the expectations of others. This is because people have expectations of managers irrespective of how a particular person manages, and other managers will have their own way of managing (Buch & Andersen, 2013) as well. Change leadership literature is unclear on the role and importance of leaders and particular leadership behaviours during change (Ford & Ford, 2011; Ford & Ford, 2014; Oreg & Berson, 2019). One finding across a few studies indicates that the leader does play a role but less in terms of specific change leadership activities or behaviours (Ford & Ford, 2011; Ford & Ford, 2014, Herold, 2008; van der Voet, 2014), often defined as change management practices, and more in terms of the leader themselves and how their knowledge of the context and the relationship that they may have built set the foundation for managing the change as another initiative (Herold, 2008; Ling et al, 2018). Finally, literature on middle managers during change describes how they experience a specific context and role, of both giving and receiving direction (Stoker, 2006), of often not being involved in change initiation (Balogun, 2003), and of acting as interpreters of the change for their team, to then drive their change practices based on their strengths of proximity to employees and deep knowledge of context (Herzig & Jimmieson, 2006; Rouleau, 2005).

Literature on Inability to Lead the Change Authentically. Within this context of the leader and their professional practice being key to the leading a change, and so leading authentically being an ideal way to do that, what this study assessed and the insights that it adds is when leaders are not able to act authentically in context of a change. This is discussed both in terms of what that means to the leader and implications of what it means to the process of leading the change. The literature alludes to the impact of leaders not being able to act authentically but it is not well covered. In the authentic leadership as a construct literature, one of the key papers framing the construct states briefly that internal conflict is assumed to be part of the process of aligning activities to identity and “how one goes about resolving such conflict has important implications for one’s felt integrity and authentic leadership development” (Gardner et al, 2005, p.357). It also highlights that authenticity requires acting in line with internal cues rather than external pressure (Gardner et al, 2005), but otherwise the focus is on the process of encouraging and developing authentic leadership. Literature on leading authentically by contrast argues for the constructed, situated, and contested (Caza, 2018; Nyberg & Sveningsson, 2014) nature of leadership and authenticity, which is addressed through the process of creating meaning and understanding one’s self in context of others, evolving understandings as needed (Alegra & Lips-weirsmas, 2012; Ladkin & Taylor, 2010). Tensions are seen as inevitable as part of that process but are reconciled through the ongoing process of meaning making. Two articles explicitly argue for the need for space for negative experiences of managing (Nyberg & Sveningsson, 2014) and for leadership failures (Liu, 2010) as they are part of leading authentically.

Insights on the Importance of Agency to Leading the Change Authentically. The findings of this study sit alongside and expand these insights, by focusing on how agency during the context of a change can shape and, in this case, limit middle managers from leading and acting authentically during the change and therefore could lead to negative experiences and potentially to failures. Managers’ ideal change practices were the outputs of sensemaking that were triggered by the change to a contemporary workspace itself. These practices came from the application of their sense of professional self, or their professional identity, to the context of this change, notably how they approached management generally. This include how they built relationships and prioritized collaboration, their understanding of their role responsibilities, their assessment of the change’s impact based on their understanding of their team and the change’s perceived impact on their team. The perceived impact in this case was deemed to be substantial by all of the managers as the move to a

contemporary workspace was perceived to be a radical one for academics. The particular outcome from this process for this case study organisation was the consistent interpretation across managers that a collaborative, cultural, and experiential change approach was required. For academic managers, the goal was to leverage their own and their teams' skills, knowledge, and experience, both in line with their leadership generally and also in with their understanding of how academics and academic identity operate, prioritising self-regulation, collegial practice (Winter, 2009) and collaboration.

Building on the process view of how change practices work, in the pre-move period, managers did not have the agency during the change to develop and implement their ideal change management practices, instead experiencing a top-down, centralized, and formal approach that dictated what was done and what was required. This top-down and centralized approach did not allow space for the ideal change practices that they could have implemented, ignoring the value that they could have added and their expression of professional practice. Their experience of change management for this process therefore was described most often in terms of what 'could have', 'should have', or 'would have' been done and was characterized in the accounts by how little could be said about leading the change process directly.

Insights on Further Implications When Managers Cannot Lead the Change Authentically. An additional implication of these key points from the literature, when put together in a process view and assessed in terms of leading authentically, highlights that middle managers should be involved in the change initiation (Balogun, 2003). This ensures that the change resonates for the organisation and the teams in the organisation and hence that the change practices take the appropriate approach. For this case study, this was reinforced as one of the common themes raised by participants was the process of determining the change itself was top-down, so managers were told what the change would be, and hence were only given space to consider the change practices for it.

The insights that can be added to the literature are the effect of this top-down approach to the change, and the parallel exclusion of middle managers from shaping the change, on the process of developing change practices, particularly over time. Managers' accounts showed that the change practices would potentially have only been able to be partially successful, even if run in line with ideal change practices, as the change itself was not perceived or experienced as a palatable one for academics. However, if the change practices had been run in line with the ideal approach, then managers also alluded to the fact

that this feedback could have been gathered and potentially used by managers to shape the workspace change and make it more palatable. This was particularly discussed in regards elements of the workspace change like the principles of no one owning space and hence not being allowed to personalise offices or desks that were explicitly mentioned as addressable issues in the accounts. The other way implied in some of the accounts that managers could have shaped the change practices, if allowed, was to explicitly recognise and seek to manage this dissatisfaction with the workspace through the change practices. In either approach to linking the change and the change practices, if managers had had the agency to lead authentically in response to the change context, whether their scope was the change practices alone or the change as well, then their goal would have been able to better match those change practices to the effects of the change on their team and on their operations. Their inability to do so led to a history and experience of the change practice process within their teams being created that complicated efforts to manage the change later and also may have affected how they were viewed as managers due to not leading authentically.

Mixed Agency, Mixed Authentic Leadership During the Move and Post-Move Periods

The next finding on agency and authentic leadership relates to the move and post-move periods when managers felt that they had more space to manage the change in line with their professional practice. This occurred because once the workspace was built, it moved from a 'planned' space that could be controlled in a top-down manner to a 'lived' space. This resulted in a perceived mix of agency, as top-down practices planned in the pre-move period were carried over, but managers also perceived that they had to respond to the experiences of the people moving into the workspace who wanted ownership or control over that workspace. This process is covered more explicitly in its effects on shaping change practices in significant contribution 2 below. Examples of this included managers planning to, or actually, choosing to leave their offices and work in the open spaces instead, or finding ways to help people specifically in their response to the space. This included bringing in marking support or providing access to alternative spaces when privacy and concentration time is required or making sure to match high users with low users in allocating offices.

Insights on the Effect of History of Past Change Practices on Leading the Change Authentically. However, the insight that can be added to the literature is that managers now had to deal with the history of how change was led in the pre-move period creating an experience of disappointment and lack of trust in the organisation and its managers by many staff. It also created some dissatisfaction and dissonance for the managers

in leading, that affected the ability to lead authentically in a different way. Leading authentically in context of this history and these disappointments could not be expected to result in the same outcomes as leading authentically in the pre-change period would have. This was expressed and experienced in a range of ways, such as managers wishing that the change practices used had been more honest by not asking for collaboration on the workspace when the decision had already been made. Managers said that they found this made their people feel like their opinions were not heard, which it was implied now had effects on engaging people in improving or adjusting to the workspace in the move and post-move periods. This was shown when they would not turn up to meetings held to discuss the workspace. Other examples that highlight the gaps managers experienced in leading the change authentically after this history of managing change in a top-down manner include having to deal with the implications of people opting out of the workspace entirely. These include being unable to check and reinforce their health and safety, missing leadership during crises where leaders may not be there physically, and just general communications and engagement that may or may not be being received. It was also included cynicism about the intent of some change practices, with multiple managers mentioning their own and their teams' perceptions of the size of the office allocated for the Pro Vice Chancellor compared to the spaces allocated for staff as indicating true values of the organization and implying the value did not actually sit with staff. This may or may not be true but was perceived as such. While some of these examples relate more explicitly to the change and the built workspace than to the change practices used to transition to it, the inability of managers to lead authentically during the pre-move period before the workspace was built meant that this feedback was not able to be raised and addressed bottom-up at the appropriate time. This created a 'lived' space that still held the 'planned' space, and its associated change practices used to get there, within it, a reminder and a constraint that managers were still working out how to deal with. Even if managers were not directly perceived as inauthentic, their association with the organisation and the change practices used tied them to how those change practices were perceived and informed how their and the organisation's change practices were received in these move and post-move periods.

Insights on Resulting Perceptions of Inauthenticity and Mistrust. For another implication of the failure to lead authentically resulting from loss of and then gaining of agency, some managers also still had to deal with the effects of how the change was managed in the pre-move period when leading in the move and post-move periods. This involved

deliberately choosing to focus on the positive when engaging with their team, deliberately not raising their dissatisfaction with the workspace and the change practices used with senior managers because of perceptions that this would not be productive, to others raising them to those same managers to emphasize and express their dissatisfaction. Some of these managers even stated or implied that the interview process for this study was a useful way to talk about what had happened, their interpretations of it, and their frustrations, separate from how they were leading it with their teams. Even when managers were more positive about the change and the change practices, the general message from all of the managers was that the way they were choosing to lead the change authentically ongoing was to move forward with the workspace as it is, while acknowledging the shortfalls in changing the culture that had happened and hoping to address that over time.

Summary. The ongoing attempt by managers to lead authentically in the move and post-move periods was necessarily updated for the new context. This refers to both the workspace that now existed, and the history created by the top-down change process in the pre-move period. Both of these affected how responsive or not people were to further attempts to engage them in change practices about the workspace. However, when married with the ongoing top-down change initiatives planned in the pre-move phase, such as no changes for six months and the insistence on the space principles like no personalisation continuing to apply despite feedback requesting otherwise, an inconsistency was created. This inconsistency affected how the organisation, the change, and so the managers were perceived, and reinforced mistrust about the change process. While some of the organisation's managers were seen as inconsistent or inauthentic in context of this change, including by these managers themselves, even managers who did not seem to think that they were perceived as inauthentic still had to deal with and be responsible to the broader perceptions of inconsistency and inauthenticity related to the workspace change and to its change practices.

Significant Contribution 2: Ownership of the Space Driving Agency

This leads to the next key finding, which is that the perceived ownership of the workspace shaped the agency that managers interpreted they had during the change. This in turn shaped the change practices that were developed and implemented, as described above. Relevant literature on workspaces and spaces in organisations are discussed below, before the concept of ownership and hence agency during change is applied to space and the different

elements that make up space. This leads to the particular insight that the sociomateriality of the transition process to the workspace needs to be considered, as much as the sociomateriality of operations in the workspace.

Workspace Definition

Literature shows that contemporary workspaces are based on the concept of flexibility, expressed in different ways like open-plan, activity-based, co-working (Blagoev et al, 2019; Wohlers & Hertel, 2017), and nomadic (Bean & Eisenberg, 2006). A common theme in this workspace literature is that employees are often dissatisfied with them in different ways (Berhlessen & Muhonen, 2017; Boutellier et al, 2008; Hongisto et al, 2016; Richardson, 2017; Van Merrewijk & Van den Ende, 2019; Wilhoit et al, 2016), with a few articles focused on academics that found academics strongly prefer traditional layouts with individual offices (Van Merrewijk & Van den Ende, 2019; Wilhoit et al, 2016; Wohlers & Hertel, 2016) for reasons that they link to their identity as academics, including valuing autonomy and control (Wilhoit et al, 2016). Most of these points were raised by managers in this case study. As most of the workspace articles are from a building, facilities, or environmental psychology view, workspace change as a process is not covered as much as the implications of the new workspace on the behaviours and perceptions of people in them. One article on spatial change management strategies from an architectural design view (Skoglan & Hansen, 2017) found that there was a need to take a sociomaterial view and hence look at the practices entangled with and embodied in the workspace as part of the change. Also found by this article, and reinforced in the literature review, a lot of organisational change literature is not focused on space, instead focusing on changes to products, services, new technology, technology changes, restructures, or mergers and acquisitions. The opportunity therefore is to determine whether the workspace in particular affects change practices, which is also the second research question for this study.

Workspace as Entangled with Practice, Including in Change Transition

Literature on space in organisations and hence on workspace changes is centred on looking at space from this sociomaterial perspective. It finds that space is not just the physical environment, that it interacts with the people in it in multiple ways that shape or constraint their practices and experiences (De Vaujany & Vaast, 2014) and that people therefore can attach meanings and values to it (Berti et al, 2017; Halford, 2008) that shape how they experience and use the workspace. In this sense, Lefebvre's triad on the production of space is often used, referring to the physical form that is generated and used, a mental

representation or plan of the space, and a lived dimension that is both a material and a mental construct (Berti et al, 2017; Halford, 2008). This is expanded to include the concept of place in one article (Berti et al, 2017) as a way to explicitly bring in the meanings and values that people imbue a space with and that may or may not be intentional. Other approaches additionally emphasize space in terms of power relations in workspaces (Courpasson et al, 2016; Halford, 2008). Both articles emphasize the different practices and considerations that can apply to a space and hence to a workspace. From a change literature view, leading change is often described as managing meaning (Langenberg & Wesseling, 2016), so an opportunity in the literature is to link this with workspace change. This means exploring how managing workspace change means managing both the material change, literally the construction of the new workspace, and the change in practices, meanings, and values that results. A further opportunity is to look at this not just in context of operations in the new workspace but also in context of the transition process that kicks off as part of the ‘planned space’ and drives changes in practices, meanings, and values even before the move to the actual workspace. Both processes create meaning and have their own people, practices, relationships, and values to consider.

Insights on Workspace Aspects to be Managed

The insights offered from this study are additional refinements and examples of what is considered as the ‘workspace’ from a sociomateriality view, entangling concepts and practice further with the workspace. Building on the ideas of lived, conceived, and perceived space, this section discusses ownership of the workspace, how that shaped agency and how ownership changed through the process. Understanding the workspace in this context starts with the two main states of the workspace through this transition. The first is the workspace as a ‘planned’ space, existing in the Pro Vice Chancellor’s vision, documents, words, and plans. The second is the ‘lived’ workspace, that contained the plans of the original workspace within in terms of the workspace created and the principles for its use, but was also experienced and adjusted by the people working within it. These definitions were key to the ownership of the workspace and hence to the agency that managers had during the change.

First, when defining the workspace during the ‘planned’ space phase, there were multiple aspects described, starting with its physical aspects such as the building, its location, and its fittings. Another aspect were the practices it embodied or determined, such as the way of working with the space, in this case activity-based working with shared offices, open plan spaces, and shared spaces of different kinds. An implication of this aspect of the space was

identification of the need for a system, process, and training for visitor management, as there were no lockable offices so it was determined that access to the space would have to be restricted, excluding visitors from directly accessing the space. A significant aspect of this aspect of the change were the principles developed by senior managers for how people were allowed to and expected to use the space. The two main examples were that no spaces could be owned by any particular individual and therefore that no personalisation was allowed, even if it was work-related, such as hanging up certifications or qualifications. An implication from this aspect of the space was the identification of the need for systems to manage the release and booking of these offices or desks or rooms by individuals, or additional tools to enable the principles to be enacted and hence the space to work. The final two interrelated aspects of the workspace during the transition period were the project processes used to manage delivery of the built workspace, as these were key to when the workspace would be done and so people could transition to the 'lived' space. The final aspect was the change approach used to let people understand, experience, and start to attribute meanings to the workspace.

Insights on Workspace Ownership Driving Agency. The core concept underlying how all of these were described, implied but not outright stated in these accounts, was ownership of the workspace, meaning who could decide what these aspects would be.

Managers experienced all of these aspects as being owned in a top-down manner, which then drove the top-down approach to the change and to the change practices that limited their agency around change practices in particular during the pre-move period. In terms of the first three aspects of the workspace, managers were not given space to decide them. This refers to the physical environment, including the building, building location, and fittings, as well as the activity-based practices that it enabled, and the principles dictating behaviour within and use of the space.

Overlapping with the concept of a planned space (Berti et al, 2017), what managers wanted to be able to help decide was ownership of the vision for the space. Vision means what it was aiming to achieve and what it was intending not to do, summarised here as which problems it solved and which ones it created. Analysis showed that feedback on the new workspace was mixed, with managers consistently positive about the aspects of the workspace change that solved known problems, like isolation and out of date equipment. However, they consistently described other parts of it, particularly the layout and lack of offices for academic staff as new problems, because they had not been ones before.

Ownership of the last two aspects of the workspace was therefore also top-down and so was the key factor determining manager's perceived agency during change in the pre-move period. These two aspects were the delivery of the workspace and the change practices used to experience and understand the workspace. This can be seen in their discussion of this period in terms of what happened, what was missed, but with a minimal amount about change practices that they directed. Their perception clearly was that they did not have agency and so they did not act as if they did in terms of determining any workspace aspects pre-move

Insights on Changing Materiality Affecting Ownership and Hence Agency

From the point where staff could move in, through to the first year in the building, ownership of the workspace, now a 'lived' space, moved from being top down to being mixed. This was mixed because it sat between the people who occupied the workspace and strove to make it work for them and the 'planned' space that still existed in the 'lived' space. This was seen in managers' perceptions that they needed to respond to their teams' feedback on and experience of the new workspace and so the steps that they took to lead the change authentically. However, their agency was still mixed because ownership of the workspace was still mixed. Managers did not own and so could not change the pre-existing 'planned' space principles of people not owning spaces, nor could they change most of the physical aspects of the workspace. This included when they were directed on exact placement of desks, even if those desks physically did not fit into the workspace allocated or if they blocked access to lighting or heating. However, they and their staff did take ownership of some parts of it, such as bringing fittings from the old workspace with them to the new one even when advised not to, stepping up to talk to the architects about adjustments to the tea bays to address noise complaints, and working to match high use and low user users in shared offices. While some of these steps could be seen as a variant common to change initiatives generally, in terms of people seeking to own and adapt the change particularly post-implementation, the difference is mostly in the specific context of workspace materiality. A workspace has a broad impact, necessarily affecting everyone in the organisation, and, in this case, changing a core part of academics' identity and expectations.

Summary

This lack of ownership of the workspace and all the elements considered as part of the 'planned' and then 'lived workspace' for this transition led to managers' lack of agency in leading the change. This caused the tension between ideal and actual change practices that led to them not being able to lead authentically in the pre-move period and that created the

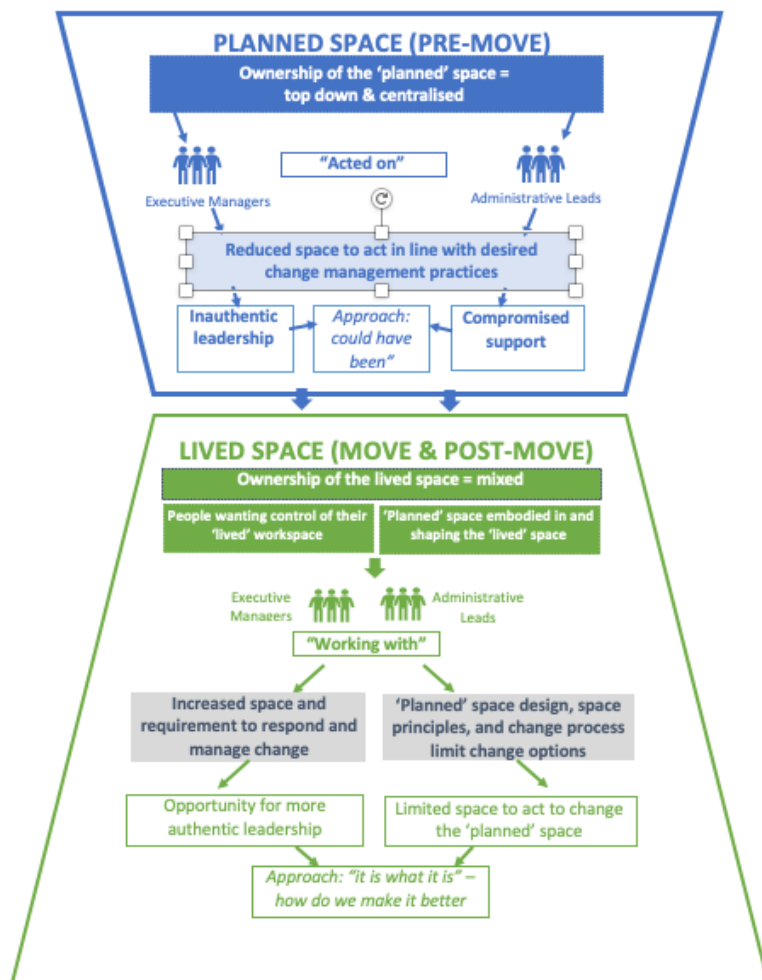
history that shaped attempts to lead authentically later. As part of their ongoing sensemaking for the change, managers now, several months into the post transition period, personally veered between focusing on the positive to adapting to opting out as much as they could. They did this while focusing their leadership of the change for others on changing what they can, leading where they can, and making the best of what they have.

Summary of Case Study Contributions

The following diagram (Figure 4) summarises this case study and the particular findings and contributions made in terms of how managers made sense of and experienced managing a workspace change. Lack of ownership of the workspace led to lack of agency, which in turn led to them being acted on, which meant they could not act authentically, creating a history that shaped the change and its change practices throughout the process.

Figure 4

Diagram of Effects of Being Acted on and Working With for a Workspace Change



Limitations

The limitations of this study relate to its qualitative method, its interpretive paradigm, and the case study mode of inquiry (Yin, 2018) used to derive insights from inductive analysis necessarily rooted in a deep understanding of one particular case example. Confidence in its ability to be generalised because of all of this and because of the focus on one particular organisation may be limited, so a similar study may find different outcomes. In particular, the key contributions arose not just from how this organisation ran its change practices generally but from how a particular approach, to direct it from the top down, was used to run them, creating gaps between ideal and actual change practices. This may be specific to this organisation or there may be other approaches to change that result in different outcomes, focus areas, or findings. Even so, the results in this study contributed new findings on the interactions of a complex process, showing how agency shapes managers ability to lead a change authentically, how if they have not been able to be authentic then even if they do end up being to lead the change authentically later in the process the history of how the change was lead originally can create a new context of mistrust that managers have to work around, that agency was shaped by ownership of the workspace where workspace means all the aspects that affect people and that can be owned, and that the process of sensemaking meaning during the transition process itself, literally the change practices stage when the space is 'planned', is important to a workspace change in addition to considering meaning for operations in the new workspace. This transition process involves its own people, practices, relationships and values acting within a particular context and shapes the end stage, operations within the new workspace.

More practical limitations relate to the specifics of this organisation, namely that they have a reasonable number of managers leave and new ones start in the last few years, so some managers were only present for part of the whole change process and may only have limited insights into the overall process. The consistency of experience across managers of different roles and different tenure indicates likely consistency for the findings.

Chapter 6: Conclusion

Summary of the Research

The aim of this study was to gain insights into managers' sensemaking processes as they lead the transition of operations from a traditional office-based layout to a contemporary workspace with an activity-based layout. A contemporary workspace layout was chosen in part because of its increasing popularity and prevalence and in part because of the negative perceptions that many people have of them. Assessing how this change was led may lead to insights that are useful more broadly.

This study presents a synthesis of participants' sensemaking of the process in the form of a conceptual framework, grounded in accounts of the process and detailed in the findings. Approaching this analysis required differentiating between the facts of the change, such as the plan to move to one new building with an activity-based working layout, from a series of buildings with (mostly) traditional office layouts, and the sense that managers made of their experience of those facts and hence of the change. The facts of the change, verified across all of the managers' accounts, were that parts of the workspace change were perceived as being viewed negatively by most academics. This specifically referred to the new layout and new way of working. Other parts that were received positively, such as the central location of the new building and the newness of its fittings, were essentially based on people's common understanding of the issues with the old workspace. These were its distance from the university and its rundown fittings, and their perception that the new workspace created problems with its new layout where none had been perceived before. This was important as it set the scene for the two sensemaking themes triggered by these facts, first that managers identified their ideal change practices to manage this change in the context of their team and their organisation, and second that their agency during the change shaped whether they could enact those change practices or whether they had to modify their experience.

In the discussion section, two significant contributions were identified. First, the degree to which managers felt that they had agency during the change dictated whether they considered that they were able to lead authentically. If they did not consider they had sufficient agency to implement their ideal change practices, then they felt unable lead authentically. If they were not able to lead authentically, then they could not match the change and its effects to the change practices used to manage those effects, affecting their team and their team's readiness for the change, as well as preventing feedback on the change

from being included early in the process, when it may have been able to shape the new workspace. Even if or when managers were able to gain some ownership and lead more authentically in the move and post-move periods, how change practices were run created a history with people of mistrust and inauthenticity. Such perceptions at best shaped the context that managers had to manage and consider, and at worst could potentially tar managers with being perceived as inauthentic themselves. The result of this, along with mixed agency to lead authentically, resulted in inconsistency that affected some managers personally and that required them to think about how to lead others. The second contribution was that agency was driven by perceptions of ownership or appropriation (Dale, 2005) of the workspace. In this context, workspace means more than the physical aspect and includes aspects like the practices that the workspace enables, the principles applied to working in it, the project processes used to manage its delivery and finalise its form, and the change processes used to manage the experience of and the meaning attached to the workspace. When the workspace was 'planned', all these aspects were owned from the top, resulting in managers not having agency on any of them, which led to the gap between ideal and actual change practice. This was highlighted when ownership changed due to the changing materiality of the workspace, when it became a 'lived' space, people moved in and started experiencing, responding to, and wanting to change the workspace. This resulted in mixed ownership and mixed agency, as their needs had to sit alongside the 'planned' space still existing within the 'lived' space.

The experiences of participants in this study highlight the opportunity for middle managers to be involved in directing change initiation and change execution, as they have the deep knowledge of their team and of the organisation that allows changes to be identified or assessed and then the appropriate change practices to be implemented. Allowing them to lead authentically in context of the change, which could be seen as just one more initiative affecting their team that they have and that they would normally expect to manage, leverages their strengths and, in some middle manager literature, has been shown to result in greater commitment from employees (Heyden et al, 2017) than with top-down change and change practices. These findings also support proposals in change leadership literature that the importance of managers in change leadership may not be in the specific change management activities that they do, but in how they lead generally, just applied to a change.

Contributions of the Research

This study makes several contributions to theory and to practice.

Theoretical Contributions

This study first highlights the importance of context during the sustained process of a change, and specifically leaders being able to apply their professional practice to understand, make sense of, and make plans for how to manage the change, which changes the current context as part of forming the new context within which they will manage operations. This refocuses attention from the formal change management practices and activities that they do and moves it more towards how they lead generally, applied to this change in a process view that considers before, during, and after the change itself. Second, it explains the importance of agency in shaping authentic leadership, highlighting the implications if managers are not given the sense of agency to lead authentically and in line with their ideal change practices. Third, it highlights the role of the change in workspace materiality in shaping change practices, and hence managers' change experience, showing that ownership of the broader workspace definition determined agency and hence managers' ability to lead authentically.

Practical Implications

This case demonstrates the importance of senior managers empowering middle managers rather than taking a top down approach to change and change management. It does this by showing how disempowered middle managers can feel when they do not have any ownership of the change to a new workspace and how this disempowerment has ongoing effects even when the middle manager feels they have gained some agency, such as during change implementation. This can create an authenticity dilemma in the eyes of their teams because their reports question their ability to be authentic (especially when the middle manager's proclaimed leadership style is democratic or leader-as-servant).

When organisations approach workspace changes such as this, senior managers also need to understand that the sustained change process relies on leveraging the strength of middle managers throughout, so they can match the change practices to the change. Allowing them to lead the change authentically would likely result in an improved change management and hence change process, as middle managers would be able to act authentically and for the benefit of the change for their teams, operations, and hence for the organisation.

Future Implications and Research

This case study has produced a conceptual model that captures how middle managers in a university college made sense of their experience when transitioning operations to a new workspace. The emergent model cannot be generalised to other workplaces but does offer a framework for further confirmatory research. Exploring more specifically and in more detail how authentic leadership affects them and affects others through their management of the change process may highlight a new aspect to change literature and may clarify aspects of change leadership literature in particular. Finally, this could be used to examine the role of change management activities more generally. The researcher's professional experience, and the stated experience of many professional peers who also work mostly on projects or on change management, is that change management is often expected, is often not done well, and relies on external standardised frameworks with pre-defined stages and activities that focus on the activities, potentially at the expense of the managers in the organisation. Managers may therefore be directed as to what to do when leading change, as opposed to being given the space and opportunity to develop and implement their own practices. Further exploring this interaction between change management as practiced and as formalised, and managers authentically leading change through applying their leadership and understanding of context to the change, may highlight opportunities for successfully developing and leading workspace change practice more broadly.

References

- Abrell-Vogel, C., & Rowold, J. (2014). Leaders' commitment to change and their effectiveness in change – a multilevel investigation. *Journal of Organizational Change Management*, 27(6), 900-921. <https://doi.org/10.1108/jocm-07-2012-0111>
- Airo, K., Rasila, H., & Nenonen, S. (2012). Speech as a way of constructing change in space: Opposing and conforming discourses in workplace change process. *Facilities (Bradford, West Yorkshire, England)*, 30(7/8), 289-301. <https://doi.org/10.1108/02632771211220095>
- Al Horr, Y., Arif, M., Kaushik, A., Mazroei, A., Katafygiotou, M., & Elsarrag, E. (2016, 2016/08/15/). Occupant productivity and office indoor environment quality: A review of the literature. *Building and Environment*, 105, 369-389. <https://doi.org/https://doi.org/10.1016/j.buildenv.2016.06.001>
- Algera, P. M., & Lips-Wiersma, M. (2012, 2012/02/01/). Radical Authentic Leadership: Co-creating the conditions under which all members of the organization can be authentic. *The Leadership Quarterly*, 23(1), 118-131. <https://doi.org/https://doi.org/10.1016/j.leaqua.2011.11.010>
- Alvesson, M., & Spicer, A. (2016). (Un)Conditional surrender? Why do professionals willingly comply with managerialism. *Journal of Organizational Change Management*, 29(1), 29-45. <https://doi.org/10.1108/JOCM-11-2015-0221>
- Arda, Ö. A., Aslan, T., & Alpan, L. (2016, 2016/08/19/). Review of Practical Implications in Authentic Leadership Studies. *Procedia - Social and Behavioral Sciences*, 229, 246-252. <https://doi.org/https://doi.org/10.1016/j.sbspro.2016.07.135>
- Ashforth, B. E., & Humphrey, R. H. (1993). Emotional Labor in Service Roles: The Influence of Identity. *The Academy of Management Review*, 18(1), 88-115. <https://doi.org/10.2307/258824>

- Atewologun, D., Kutzer, R., Doldor, E., Anderson, D., & Sealy, R. (2017). Individual-level Foci of Identification at Work: A Systematic Review of the Literature. *International Journal of Management Reviews*, 19(3), 273-295. <https://doi.org/10.1111/ijmr.12148>
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315-338. <https://doi.org/10.1016/j.leaqua.2005.03.001>
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology*, 60(1), 421-449. <https://doi.org/10.1146/annurev.psych.60.110707.163621>
- Baldry, C. (1997). The social construction of office space. *International Labour Review*, 136(3), 365.
- Balogun, J. (2003). From Blaming the Middle to Harnessing its Potential: Creating Change Intermediaries. *British Journal of Management*, 14(1), 69-83. <https://doi.org/10.1111/1467-8551.00266>
- Balogun, J., & Johnson, G. (2004). Organizational Restructuring and Middle Manager Sensemaking. *Academy of Management Journal*, 47(4), 523-549. <https://doi.org/10.2307/20159600>
- Balogun, J., & Johnson, G. (2016). From Intended Strategies to Unintended Outcomes: The Impact of Change Recipient Sensemaking. *Organization Studies*, 26(11), 1573-1601. <https://doi.org/10.1177/0170840605054624>
- Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016, 2016/08/01/). A meta-analytic review of authentic and transformational leadership: A test for redundancy. *The Leadership Quarterly*, 27(4), 634-652. <https://doi.org/https://doi.org/10.1016/j.leaqua.2016.02.006>
- Battilana, J., Gilmartin, M., Sengul, M., Pache, A.-C., & Alexander, J. A. (2010, 2010/06/01/). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly*, 21(3), 422-438. <https://doi.org/https://doi.org/10.1016/j.leaqua.2010.03.007>

- Bean, C. J., & Eisenberg, E. M. (2006). Employee sensemaking in the transition to nomadic work. *Journal of Organizational Change Management*, 19(2), 210-222.
<https://doi.org/10.1108/09534810610648915>
- Beddoes-Jones, F., & Swailes, S. (2015). Authentic leadership: development of a new three pillar model. *Strategic HR Review*, 14(3), 94-99. <https://doi.org/10.1108/SHR-04-2015-0032>
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107-128.
<https://doi.org/10.1016/j.tate.2003.07.001>
- Bel, B. R., Smirnov, V., & Wait, A. (2018). Managing change: Communication, managerial style and change in organizations. *Economic Modelling*, 69, 1-12.
<https://doi.org/10.1016/j.econmod.2017.09.001>
- Berthelsen, H., Muhonen, T., Toivanen, S., Mälardalens, h., & Akademin för hälsa, v. o. v. (2018). What happens to the physical and psychosocial work environment when activity-based offices are introduced into academia? *Journal of Corporate Real Estate*, 20(4), 230-243.
<https://doi.org/10.1108/JCRE-06-2017-0017>
- Berti, M., Simpson, A. V., & Clegg, S. R. (2017). Making a place out of space: The social imaginaries and realities of a Business School as a designed space. *Management Learning*, 49(2), 168-186. <https://doi.org/10.1177/1350507617737453>
- Bisel, R. S., Messersmith, A. S., & Kelley, K. M. (2012). Supervisor-Subordinate Communication: Hierarchical Mum Effect Meets Organizational Learning. *The Journal of business communication (1973)*, 49(2), 128-147. <https://doi.org/10.1177/0021943612436972>
- Blagoev, B., Costas, J., & Kärreman, D. (2019). 'We are all herd animals': Community and organizationality in coworking spaces. *Organization (London, England)*, 26(6), 894-916.
<https://doi.org/10.1177/1350508418821008>

- Boutellier, R., Ullman, F., Schreiber, J., & Naef, R. (2008). Impact of office layout on communication in a science-driven business. *R&D Management*, *38*(4), 372-391. <https://doi.org/10.1111/j.1467-9310.2008.00524.x>
- Braun, S., & Peus, C. (2018). Crossover of Work–Life Balance Perceptions: Does Authentic Leadership Matter? *Journal of Business Ethics*, *149*(4), 875-893. <https://doi.org/10.1007/s10551-016-3078-x>
- Brocklesby, J. (2007). The theoretical underpinnings of soft systems methodology—comparing the work of Geoffrey Vickers and Humberto Maturana. *Systems Research and Behavioral Science*, *24*(2), 157-168. <https://doi.org/10.1002/sres.819>
- Brown, A. D., Colville, I., & Pye, A. (2014). Making Sense of Sensemaking in Organization Studies. *Organization Studies*, *36*(2), 265-277. <https://doi.org/10.1177/0170840614559259>
- Brown, A. D., & Coupland, C. (2015). Identity Threats, Identity Work and Elite Professionals. *Organization Studies*, *36*(10), 1315-1336. <https://doi.org/10.1177/0170840615593594>
- Brown, A. D., Stacey, P., & Nandhakumar, J. (2008). Making sense of sensemaking narratives. *Human relations (New York)*, *61*(8), 1035-1062. <https://doi.org/10.1177/0018726708094858>
- Bryant, M., & Stensaker, I. (2011). The Competing Roles of Middle Management: Negotiated Order in the Context of Change. *Journal of Change Management*, *11*(3), 353-373. <https://doi.org/10.1080/14697017.2011.586951>
- Buch, A., & Andersen, V. (2013). (De)stabilizing Self-Identities in Professional Work. *Nordic journal of working life studies*, *3*(3), 155. <https://doi.org/10.19154/njwls.v3i3.3016>
- Burnes, B., & By, R. T. (2012). Leadership and Change: The Case for Greater Ethical Clarity. *Journal of Business Ethics*, *108*(2), 239-252. <https://doi.org/10.1007/s10551-011-1088-2>
- Burnes, B., Hughes, M., & By, R. T. (2018). Reimagining organisational change leadership. *Leadership*, *14*(2), 141-158. <https://doi.org/10.1177/1742715016662188>

- By, R. T., Hughes, M., & Ford, J. (2016). Change Leadership: Oxymoron and Myths. *Journal of Change Management: Special Issue on Using Sport and Performance Psychology in the Management of Change (Part 1)*, 16(1), 8-17.
<https://doi.org/10.1080/14697017.2016.1137425>
- Canterino, F., Cirella, S., & Shani, A. B. (2018). Leading organizational transformation: an action research study. *Journal of Managerial Psychology*, 33(1), 15-28.
<https://doi.org/10.1108/JMP-12-2016-0393>
- Cao, G., & McHugh, M. (2005). A Systemic View of Change Management and Its Conceptual Underpinnings. *Systemic Practice and Action Research*, 18(5), 475-490.
<https://doi.org/10.1007/s11213-005-8484-4>
- Caulfield, J. L., & Senger, A. (2017). Perception is reality: change leadership and work engagement. *Leadership & Organization Development Journal*, 38(7), 927-945.
<https://doi.org/10.1108/LODJ-07-2016-0166>
- Caza, B. B., Moss, S., & Vough, H. (2018). From Synchronizing to Harmonizing: The Process of Authenticating Multiple Work Identities [Article]. *Administrative Science Quarterly*, 63(4), 703-745. <https://doi.org/10.1177/0001839217733972>
- Chang, D.-F., Chen, S.-N., & Chou, W.-C. (2017). Investigating the Major Effect of Principal's Change Leadership on School Teachers' Professional Development. *IAFOR journal of education*, 5(3), 139-153. <https://doi.org/10.22492/ije.5.3.07>
- Cnossen, B., & Bencherki, N. (2018). The role of space in the emergence and endurance of organizing: How independent workers and material assemblages constitute organizations. *Human relations (New York)*, 72(6), 1057-1080. <https://doi.org/10.1177/0018726718794265>
- Cohen, R. L. (2010). Rethinking 'mobile work': boundaries of space, time and social relation in the working lives of mobile hairstylists. *Work, employment and society*, 24(1), 65-84.
<https://doi.org/10.1177/0950017009353658>

- Courpasson, D., Dany, F., & Delbridge, R. (2016). Politics of place: The meaningfulness of resisting places. *Human relations (New York)*, *70*(2), 237-259.
<https://doi.org/10.1177/0018726716641748>
- Cunliffe, A. L. (2001). Managers as Practical Authors: Reconstructing our Understanding of Management Practice. *Journal of Management Studies*, *38*(3), 351-371.
<https://doi.org/10.1111/1467-6486.00240>
- Cunliffe, A. L. (2009). The philosopher leader: On relationalism, ethics and reflexivity. a critical perspective to teaching leadership. *Management Learning*, *40*(1), 87-101.
<https://doi.org/10.1177/1350507608099315>
- Dale, K. (2005). Building a Social Materiality: Spatial and Embodied Politics in Organizational Control. *Organization*, *12*(5), 649-678. <https://doi.org/10.1177/1350508405055940>
- Davis, A., Jansen van Rensburg, M., & Venter, P. (2016). The impact of managerialism on the strategy work of university middle managers. *Studies in Higher Education*, *41*(8), 1480-1494.
<https://doi.org/10.1080/03075079.2014.981518>
- De Croon, E., Sluiter, J., Kuijer, P. P., & Frings-Dresen, M. (2010). The effect of office concepts on worker health and performance: a systematic review of the literature. *Ergonomics*, *48*(2), 119-134. <https://doi.org/10.1080/00140130512331319409>
- de Vaujany, F.-X., & Vaast, E. (2014). If These Walls Could Talk: The Mutual Construction of Organizational Space and Legitimacy. *Organization science (Providence, R.I.)*, *25*(3), 713-731. <https://doi.org/10.1287/orsc.2013.0858>
- Degn, L. (2018). Academic sensemaking and behavioural responses - exploring how academics perceive and respond to identity threats in times of turmoil. *Studies in Higher Education*, *43*(2), 305-321. <https://doi.org/10.1080/03075079.2016.1168796>

- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014, 2014/02/01/). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25(1), 36-62.
<https://doi.org/https://doi.org/10.1016/j.leaqua.2013.11.005>
- Essén, A., & Värlander, S. W. (2019). How Materiality Enables and Constrains Framing Practices: Affordances of a Rheumatology E-Service. *Journal of Management Inquiry*, 28(4), 458-471.
<https://doi.org/10.1177/1056492618760722>
- Evetts, J. (2003). The Sociological Analysis of Professionalism: Occupational Change in the Modern World. *International Sociology*, 18(2), 395-415.
<https://doi.org/10.1177/0268580903018002005>
- Faupel, S., & Süß, S. (2019). The effect of transformational leadership on employees during organizational change—an empirical analysis. *Journal of Change Management*, 19(3), 145-166.
- Fayard, A.-L., & Weeks, J. (2014). Affordances for practice. *Information and organization*, 24(4), 236-249. <https://doi.org/10.1016/j.infoandorg.2014.10.001>
- Flyvbjerg, B. (2011). *Chapter 17: Case Study* (4th ed.). Thousand Oaks, CA, Sage.
- Ford, J., & Harding, N. (2011). The impossibility of the ‘true self’ of authentic leadership. *Leadership*, 7(4), 463-479. <https://doi.org/10.1177/1742715011416894>
- Ford, J. D., Ford, L., & Polin, B. (2014). Leadership in the conduct of organizational change: An integrative view. *Academy of Management Proceedings*,
- Ford, J. D., & Ford, L. W. (2012). *The Leadership of Organization Change: A View from Recent Empirical Evidence*. Emerald Group Publishing Limited. [https://doi.org/10.1108/s0897-3016\(2012\)0000020004](https://doi.org/10.1108/s0897-3016(2012)0000020004)

- Galletta, A., & Cross, W. E. (2013). *Mastering the semi-structured interview and beyond: from research design to analysis and publication*. New York University Press.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343-372. <https://doi.org/10.1016/j.leaqua.2005.03.003>
- Gardner, W. L., Cogliser, C. C., Davis, K. M., & Dickens, M. P. (2011). Authentic leadership: A review of the literature and research agenda. *The Leadership Quarterly*, 22(6), 1120-1145. <https://doi.org/10.1016/j.leaqua.2011.09.007>
- Gioia, D. A., & Chittipeddi, K. (1991). Sensemaking and sensegiving in strategic change initiation. *Strategic management journal*, 12(6), 433-448. <https://doi.org/10.1002/smj.4250120604>
- Graetz, F. (2000). Strategic change leadership. *Management Decision*, 38(8), 550-564. <https://doi.org/10.1108/00251740010378282>
- Guerrero, J. M., Teng-Calleja, M., & Hechanova, M. R. M. (2018). Implicit change leadership schemas, perceived effective change management, and teachers' commitment to change in secondary schools in the Philippines. *Asia Pacific Education Review*, 19(3), 375-387. <https://doi.org/10.1007/s12564-018-9545-6>
- Halford, S. (2008). Sociologies of Space, Work and Organisation: From Fragments to Spatial Theory. *Sociology compass*, 2(3), 925-943. <https://doi.org/10.1111/j.1751-9020.2008.00104.x>
- Hamel, J., Dufour, S. p., & Fortin, D. (1993). *Case study methods* (Vol. 32). Sage Publications.
- Hamilton, F., & Bean, C. J. (2005). The importance of context, beliefs and values in leadership development. *Business Ethics, A European Review*, 14(4), 336-347. <https://doi.org/10.1111/j.1467-8608.2005.00415.x>
- Hannes, K., & Lockwood, C. (2012). *Synthesizing qualitative research: choosing the right approach* (2. Aufl. ed.). John Wiley & Sons.

- Hansell, V. (2018). Identifying the prevalence of influential factors on middle managers' abilities to lead organizational change within the context of community nursing and therapy services. *International Journal of Healthcare Management, 11*(3), 225-232. <https://doi.org/10.1080/20479700.2017.1315037>
- Hartge, T., Callahan, T., & King, C. (2019). Leaders' Behaviors During Radical Change Processes: Subordinates' Perceptions of How Well Leader Behaviors Communicate Change. *International Journal of Business Communication, 56*(1), 100-121. <https://doi.org/10.1177/2329488415605061>
- Hay, A. (2014). 'I don't know what I am doing!': Surfacing struggles of managerial identity work. *Management Learning, 45*(5), 509-524. <https://doi.org/10.1177/1350507613483421>
- Hechanova, R. M., & Cementina-Olpoc, R. (2013). Transformational Leadership, Change Management, and Commitment to Change: A Comparison of Academic and Business Organizations. *The Asia-Pacific Education Researcher, 22*(1), 11-19. <https://doi.org/10.1007/s40299-012-0019-z>
- Helpap, S., & Schinnenburg, H. (2017). What Really Matters to Change Recipients: Dimensions of Supervisors' Change Communication. *Asia Pacific Journal of Management Research and Innovation, 13*(3-4), 81-88. <https://doi.org/10.1177/2319510X18776400>
- Hendricks, F., & Toth-Cohen, S. (2018). Perceptions about Authentic Leadership Development: South African Occupational Therapy Students' Camp Experience. *Occupational therapy international, 2018*, 1587906-1587909. <https://doi.org/10.1155/2018/1587906>
- Herold, D. M., Fedor, D. B., Caldwell, S., & Liu, Y. (2008). The Effects of Transformational and Change Leadership on Employees' Commitment to a Change: A Multilevel Study. *Journal of Applied Psychology, 93*(2), 346-357. <https://doi.org/10.1037/0021-9010.93.2.346>

- Herzig, S. E., & Jimmieson, N. L. (2006). Middle managers' uncertainty management during organizational change. *Leadership & Organization Development Journal*, 27(8), 628-645. <https://doi.org/10.1108/01437730610709264>
- Heyden, M. L. M., Fourné, S. P. L., Koene, B. A. S., Werkman, R., & Ansari, S. (2017). Rethinking 'Top-Down' and 'Bottom-Up' Roles of Top and Middle Managers in Organizational Change: Implications for Employee Support. *Journal of Management Studies*, 54(7), 961-985. <https://doi.org/10.1111/joms.12258>
- Hill, N. S., Seo, M.-G., Kang, J. H., & Taylor, M. S. (2012). Building Employee Commitment to Change Across Organizational Levels: The Influence of Hierarchical Distance and Direct Managers' Transformational Leadership. *Organization science (Providence, R.I.)*, 23(3), 758-777. <https://doi.org/10.1287/orsc.1110.0662>
- Hongisto, V., Haapakangas, A., Varjo, J., Helenius, R., & Koskela, H. (2016). Refurbishment of an open-plan office – Environmental and job satisfaction. *Journal of environmental psychology*, 45, 176-191. <https://doi.org/10.1016/j.jenvp.2015.12.004>
- Hughes, M. (2018). Reflections: Studying Organizational Change Leadership as a Subfield. *Journal of Change Management*, 18(1), 10-22. <https://doi.org/10.1080/14697017.2017.1387219>
- Huy, Q. N., Corley, K. G., & Kraatz, M. S. (2014). From Support to Mutiny: Shifting Legitimacy Judgments and Emotional Reactions Impacting the Implementation of Radical Change. *Academy of Management journal*, 57(6), 1650-1680. <https://doi.org/10.5465/amj.2012.0074>
- Ibarra, H. (1999). Provisional Selves: Experimenting with Image and Identity in Professional Adaptation. *Administrative Science Quarterly*, 44(4), 764-791. <https://doi.org/10.2307/2667055>
- Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. *The Leadership Quarterly*, 16(3), 373-394. <https://doi.org/10.1016/j.leaqua.2005.03.002>

- Jack Walker, H., Armenakis, A. A., & Bernerth, J. B. (2007). Factors influencing organizational change efforts: An integrative investigation of change content, context, process and individual differences. *Journal of Organizational Change Management*, 20(6), 761-773. <https://doi.org/10.1108/09534810710831000>
- Jain, S., George, G., & Maltarich, M. (2009). Academics or entrepreneurs?: Investigating role identity modification of university scientists involved in commercialization activity. *Research policy*, 38(6), 922-935. <https://doi.org/10.1016/j.respol.2009.02.007>
- Järventie-Thesleff, R., & Tienari, J. (2016). Roles as Mediators in Identity Work. *Organization Studies*, 37(2), 237-265. <https://doi.org/10.1177/0170840615604500>
- Jarzabkowski, P., & Pinch, T. (2013). Sociomateriality is ‘the New Black’: accomplishing repurposing, reinscripting and repairing in context. *M@n@gement*, 16(5), 579-592. <https://doi.org/10.3917/mana.165.0579>
- Jones, L., Watson, B., Hobman, E., Bordia, P., Gallois, C., & Callan, V. J. (2008). Employee perceptions of organizational change: impact of hierarchical level. *Leadership & Organization Development Journal*, 29(4), 294-316. <https://doi.org/10.1108/01437730810876122>
- Kavanagh, M. H., & Ashkanasy, N. M. (2006). The Impact of Leadership and Change Management Strategy on Organizational Culture and Individual Acceptance of Change during a Merger. *British Journal of Management*, 17(Supplement 1), S81-S103. <https://doi.org/10.1111/j.1467-8551.2006.00480.x>
- Kernis, M. H. (2003). Toward a Conceptualization of Optimal Self-Esteem. *Psychological Inquiry*, 14(1), 1-26.
- Khazanchi, S., Sprinkle, T. A., Masterson, S. S., & Tong, N. (2018). A Spatial Model of Work Relationships: The Relationship-Building and Relationship-Straining Effects of Workspace Design. *The Academy of Management Review*, 43(4), 590-609. <https://doi.org/10.5465/amr.2016.0240>

- Konlechner, S., Latzke, M., Güttel, W. H., & Höfferer, E. (2019). Prospective sensemaking, frames and planned change interventions: A comparison of change trajectories in two hospital units. *Human Relations*, 72(4), 706-732. <https://doi.org/10.1177/0018726718773157>
- Kraft, A., Sparr, J. L., & Peus, C. (2018). Giving and Making Sense About Change: The Back and Forth Between Leaders and Employees. *Journal of Business and Psychology*, 33(1), 71-87. <https://doi.org/10.1007/s10869-016-9474-5>
- Ladkin, D., & Taylor, S. S. (2010). Enacting the 'true self': Towards a theory of embodied authentic leadership. *The Leadership Quarterly*, 21(1), 64-74. <https://doi.org/10.1016/j.leaqua.2009.10.005>
- Laguna, M., Walachowska, K., Gorgievski-Duijvesteijn, M. J., & Moriano, J. (2019). Authentic leadership and employees' innovative behaviour: A multilevel investigation in three countries. *International journal of environmental research and public health*, 16(21), 4201. <https://doi.org/10.3390/ijerph16214201>
- Langenberg, S., & Wesseling, H. (2016). Making Sense of Weick's Organising. A Philosophical Exploration. *Philosophy of Management*, 15(3), 221-240. <https://doi.org/10.1007/s40926-016-0040-z>
- Leonardi, P. M., & Barley, S. R. (2008). Materiality and change: Challenges to building better theory about technology and organizing. *Information and organization*, 18(3), 159-176. <https://doi.org/10.1016/j.infoandorg.2008.03.001>
- Leroy, H., Anseel, F., Gardner, W. L., & Sels, L. (2015). Authentic Leadership, Authentic Followership, Basic Need Satisfaction, and Work Role Performance: A Cross-Level Study. *Journal of Management*, 41(6), 1677-1697. <https://doi.org/10.1177/0149206312457822>
- Ling, B., Guo, Y., & Chen, D. (2018). Change Leadership and Employees' Commitment to Change: A Multilevel Motivation Approach. *Journal of personnel psychology*, 17(2), 83-93. <https://doi.org/10.1027/1866-5888/a000199>

- Ling, Q., Liu, F., & Wu, X. (2017). Servant Versus Authentic Leadership: Assessing Effectiveness in China's Hospitality Industry. *Cornell Hospitality Quarterly*, 58(1), 53-68.
<https://doi.org/10.1177/1938965516641515>
- Liu, H. (2010). When Leaders Fail: A Typology of Failures and Framing Strategies. *Management Communication Quarterly*, 24(2), 232-259. <https://doi.org/10.1177/0893318909359085>
- Lundgren-Henriksson, E.-L., & Kock, S. (2016). Coopetition in a headwind – The interplay of sensemaking, sensegiving, and middle managerial emotional response in coopetitive strategic change development. *Industrial Marketing Management*, 58, 20-34.
<https://doi.org/10.1016/j.indmarman.2016.05.012>
- LÜscher, L. S., & Lewis, M. W. (2008). Organizational Change and Managerial Sensemaking: Working Through Paradox. *Academy of Management journal*, 51(2), 221-240.
<https://doi.org/10.5465/amj.2008.31767217>
- Luthans, F., & Avolio, B. J. (2003). Authentic Leadership Development. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: foundations of a new discipline* (1st ed.). Berrett-Koehler.
- Magsaysay, J. F., & Hechanova, M. R. M. (2017). Building an implicit change leadership theory. *Leadership & Organization Development Journal*, 38(6), 834-848.
<https://doi.org/10.1108/LODJ-05-2016-0114>
- Maitlis, S., & Christianson, M. (2014). Sensemaking in Organizations: Taking Stock and Moving Forward. *Academy of Management Annals*, 8(1), 57-125.
<https://doi.org/10.5465/19416520.2014.873177>
- Maitlis, S., & Lawrence, T. B. (2007). Triggers and Enablers of Sensegiving in Organizations. *Academy of Management journal*, 50(1), 57-84. <https://doi.org/10.5465/AMJ.2007.24160971>

- Malhotra, N., & Hinings, C. R. (2015, 2015/02/01/). Unpacking Continuity and Change as a Process of Organizational Transformation. *Long Range Planning*, 48(1), 1-22.
<https://doi.org/https://doi.org/10.1016/j.lrp.2013.08.012>
- McCammon, B. (n.d.). *Semi-structured interviews*.
<http://designresearchtechniques.com/casestudies/semi-structured-interviews/>
- Muluneh, G. S., & Gedifew, M. T. (2018). Leading changes through adaptive design: Change management practice in one of the universities in a developing nation. *Journal of Organizational Change Management*, 31(6), 1249-1270. <https://doi.org/10.1108/JOCM-10-2017-0379>
- Neary, S. (2014). Reclaiming professional identity through postgraduate professional development: careers practitioners reclaiming their professional selves [Article]. *British Journal of Guidance & Counselling*, 42(2), 199-210. <https://doi.org/10.1080/03069885.2013.869790>
- Neves, P., & Schyns, B. (2018). With the Bad Comes What Change? The Interplay Between Destructive Leadership and Organizational Change. *Journal of Change Management*, 18(2), 91-95. <https://doi.org/10.1080/14697017.2018.1446699>
- Nixon, J. (1996). Professional identity and the restructuring of higher education. *Studies in Higher Education*, 21(1), 5-16. <https://doi.org/10.1080/03075079612331381417>
- Nyberg, D., & Sveningsson, S. (2014). Paradoxes of authentic leadership: Leader identity struggles. *Leadership*, 10(4), 437-455. <https://doi.org/10.1177/1742715013504425>
- Olaniyan, O. S., & Hystad, S. W. (2016, 2016/12/01/). Employees' psychological capital, job satisfaction, insecurity, and intentions to quit: The direct and indirect effects of authentic leadership. *Revista de Psicología del Trabajo y de las Organizaciones*, 32(3), 163-171.
<https://doi.org/https://doi.org/10.1016/j.rpto.2016.09.003>

- Oreg, S., & Berson, Y. (2019). Leaders' Impact on Organizational Change: Bridging Theoretical and Methodological Chasms. *The Academy of Management Annals*, 13(1), 272-307.
<https://doi.org/10.5465/annals.2016.0138>
- Orlikowski, W. J. (2009). The sociomateriality of organisational life: considering technology in management research. *Cambridge journal of economics*, 34(1), 125-141.
<https://doi.org/10.1093/cje/bep058>
- Orlikowski, W. J., & Scott, S. V. (2008). 10 sociomateriality: challenging the separation of technology, work and organization. *Academy of Management Annals*, 2(1), 433-474.
- Petrakaki, D., Klecun, E., & Cornford, T. (2016). Changes in healthcare professional work afforded by technology: The introduction of a national electronic patient record in an English hospital. *Organization*, 23(2), 206-226. <https://doi.org/10.1177/1350508414545907>
- Peus, C., Wesche, J. S., Streicher, B., Braun, S., & Frey, D. (2012). Authentic Leadership: An Empirical Test of Its Antecedents, Consequences, and Mediating Mechanisms. *Journal of Business Ethics*, 107(3), 331-348. <https://doi.org/10.1007/s10551-011-1042-3>
- Pollack, J., & Algeo, C. (2014). Perspectives on the Formal Authority between Project Managers and Change Managers. *Project Management Journal*, 45(5), 27-43.
<https://doi.org/10.1002/pmj.21446>
- Pratt, M. G., Rockmann, K. W., & Kaufmann, J. B. (2006). Constructing Professional Identity: The Role of Work and Identity Learning Cycles in the Customization of Identity among Medical Residents. *The Academy of Management Journal*, 49(2), 235-262.
<https://doi.org/10.2307/20159762>
- Reay, T., Goodrick, E., Waldorff, S. B., & Casebeer, A. (2017). Getting Leopards to Change their Spots: Co-creating a New Professional Role Identity. *Academy of Management journal*, 60(3), 1043-1070. <https://doi.org/10.5465/amj.2014.0802>

- Reissner, S. C. (2010). Change, meaning and identity at the workplace. *Journal of Organizational Change Management*, 23(3), 287-299. <https://doi.org/10.1108/09534811011049617>
- Ribeiro, N., Gomes, D., & Kurian, S. (2018). Authentic leadership and performance: the mediating role of employees' affective commitment. *Social Responsibility Journal*, 14(1), 213-225. <https://doi.org/10.1108/SRJ-06-2017-0111>
- Richardson, A. (2017). Office design and health : a systematic review. *New Zealand medical journal*, 130(1467), 39-49.
- Richardson, J., & McKenna, S. (2014). Reordering Spatial and Social Relations: A Case Study of Professional and Managerial Flexworkers: Reordering Spatial and Social Relations. *British Journal of Management*, 25(4), 724-736. <https://doi.org/10.1111/1467-8551.12017>
- Rouleau, L. (2005). Micro-Practices of Strategic Sensemaking and Sensegiving: How Middle Managers Interpret and Sell Change Every Day. *Journal of Management Studies*, 42(7), 1413-1441. <https://doi.org/10.1111/j.1467-6486.2005.00549.x>
- Rouleau, L., & Balogun, J. (2011). Middle Managers, Strategic Sensemaking, and Discursive Competence. *Journal of Management Studies*, 48(5), 953-983. <https://doi.org/10.1111/j.1467-6486.2010.00941.x>
- Santhidran, S., Chandran, V. G. R., & Borromeo, J. (2013). Enabling organizational change – leadership, commitment to change and the mediating role of change readiness. *Journal of Business Economics and Management*, 14(2), 348-363. <https://doi.org/10.3846/16111699.2011.642083>
- Shamir, B., & Eilam, G. (2005). “What's your story?” A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16(3), 395-417. <https://doi.org/10.1016/j.leaqua.2005.03.005>

- Sharif, M. M., & Scandura, T. A. (2014). Do Perceptions of Ethical Conduct Matter During Organizational Change? Ethical Leadership and Employee Involvement. *Journal of Business Ethics*, 124(2), 185-196. <https://doi.org/10.1007/s10551-013-1869-x>
- Sheridan, V. (2013). A risky mingling: academic identity in relation to stories of the personal and professional self. *Reflective Practice*, 14(4), 568-579. <https://doi.org/10.1080/14623943.2013.810617>
- Shin, J., Seo, M.-G., Shapiro, D. L., & Taylor, M. S. (2015). Maintaining Employees' Commitment to Organizational Change: The Role of Leaders' Informational Justice and Transformational Leadership. *The Journal of Applied Behavioral Science*, 51(4), 501-528. <https://doi.org/10.1177/0021886315603123>
- Skogland, M. A. C., & Hansen, G. K. (2017). Change your space, change your culture: exploring spatial change management strategies. *Journal of Corporate Real Estate*, 19(2), 95-110. <https://doi.org/10.1108/jcre-07-2016-0024>
- Smollan, R. K., & Morrison, R. L. (2019). Office design and organizational change: The influence of communication and organizational culture. *Journal of Organizational Change Management*, 32(4), 426-440. <https://doi.org/10.1108/JOCM-03-2018-0076>
- Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The Leadership Quarterly*, 16(3), 419-439. <https://doi.org/10.1016/j.leaqua.2005.03.004>
- Stoker, J. I. (2006). Leading Middle Management: Consequences of Organisational Changes for Tasks and Behaviours of Middle Managers. *Journal of General Management*, 32(1), 31-42. <https://doi.org/10.1177/030630700603200103>
- Tank, A. (2019, February 7). *Why It's Time to Ditch Open Plan Offices*. Entrepreneur. <https://www.entrepreneur.com/article/327142>

- Taylor, S., & Spicer, A. (2007). Time for space: A narrative review of research on organizational spaces. *International Journal of Management Reviews*, 9(4), 325-346.
<https://doi.org/10.1111/j.1468-2370.2007.00214.x>
- Tomkins, L., & Nicholds, A. (2017). Make me authentic, but not here: Reflexive struggles with academic identity and authentic leadership. *Management Learning*, 48(3), 253-270.
<https://doi.org/10.1177/1350507616684267>
- Toor, S.-u.-R., & Ofori, G. (2008). Leadership for future construction industry: Agenda for authentic leadership. *International journal of project management*, 26(6), 620-630.
<https://doi.org/10.1016/j.ijproman.2007.09.010>
- Tracy, S. J. (2013). *Qualitative research methods: collecting evidence, crafting analysis, communicating impact*. Wiley-Blackwell.
- van der Voet, J. (2014). The effectiveness and specificity of change management in a public organization: Transformational leadership and a bureaucratic organizational structure. *European management journal*, 32(3), 373-382. <https://doi.org/10.1016/j.emj.2013.10.001>
- Van Marrewijk, A., & Van den Ende, L. (2018). Changing academic work places: the introduction of open-plan offices in universities. *Journal of Organizational Change Management*, 31(5), 1119-1137. <https://doi.org/10.1108/JOCM-02-2017-0039>
- Vos, J. F. J., & Rupert, J. (2018, 2018/08/01/). Change agent's contribution to recipients' resistance to change: A two-sided story. *European management journal*, 36(4), 453-462.
<https://doi.org/https://doi.org/10.1016/j.emj.2017.11.004>
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic Leadership: Development and Validation of a Theory-Based Measure. *Journal of Management*, 34(1), 89-126. <https://doi.org/10.1177/0149206307308913>
- Wang, H. U. I., Sui, Y., Luthans, F., Wang, D., & Wu, Y. (2014). Impact of authentic leadership on performance

- Role of followers' positive psychological capital and relational processes. *Journal of Organizational Behavior*, 35(1), 5-21. <https://doi.org/10.2307/26610881>
- Watson, T. J. (2008). Managing Identity: Identity Work, Personal Predicaments and Structural Circumstances. *Organization*, 15(1), 121-143. <https://doi.org/10.1177/1350508407084488>
- Weick, K. E. (1995). *Sensemaking in organizations*. Sage Publications.
- Weick, K. E. (2003). Organizational Design and the Gehry Experience. *Journal of Management Inquiry*, 12(1), 93-97. <https://doi.org/10.1177/1056492602250523>
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the Process of Sensemaking. *Organization science (Providence, R.I.)*, 16(4), 409-421. <https://doi.org/10.1287/orsc.1050.0133>
- Weinfurter, T., & Seidl, D. (2019). Towards a spatial perspective: An integrative review of research on organisational space. *Scandinavian journal of management*, 35(2), 101009. <https://doi.org/10.1016/j.scaman.2018.02.003>
- Whelan-Berry, K. S., & Somerville, K. A. (2010). Linking Change Drivers and the Organizational Change Process: A Review and Synthesis. *Journal of Change Management*, 10(2), 175-193. <https://doi.org/10.1080/14697011003795651>
- Wilhoit, E. D., Gettings, P., Malik, P., Hearit, L. B., Buzzanell, P. M., & Ludwig, B. (2016). STEM faculty response to proposed workspace changes. *Journal of Organizational Change Management*, 29(5), 804-815. <https://doi.org/10.1108/JOCM-04-2015-0064>
- Wilhoit, E. D. (2017). Photo and Video Methods in Organizational and Managerial Communication Research. *Management Communication Quarterly*, 31(3), 447-466. <https://doi.org/10.1177/0893318917704511>

- Winter, R. (2009). Academic manager or managed academic? Academic identity schisms in higher education. *Journal of Higher Education Policy and Management*, 31(2), 121-131.
<https://doi.org/10.1080/13600800902825835>
- Wohlers, C., & Hertel, G. (2016). Choosing where to work at work – towards a theoretical model of benefits and risks of activity-based flexible offices. *Ergonomics*, 60(4), 467-486.
<https://doi.org/10.1080/00140139.2016.1188220>
- Wolf, C. (2019). Not lost in translation: Managerial career narratives and the construction of protean identities. *Human Relations*, 72(3), 505-533. <https://doi.org/10.1177/0018726718778094>
- Yammarino, F. J., Dionne, S. D., Schriesheim, C. A., & Dansereau, F. (2008, 2008/12/01/). Authentic leadership and positive organizational behavior: A meso, multi-level perspective. *The Leadership Quarterly*, 19(6), 693-707.
<https://doi.org/https://doi.org/10.1016/j.leaqua.2008.09.004>
- Yin, R. K. (2018). *Case study research and applications: design and methods* (Sixth ed.). SAGE Publications.
- Zhu, W., Avolio, B. J., Riggio, R. E., & Sosik, J. J. (2011, 2011/10/01/). The effect of authentic transformational leadership on follower and group ethics. *The Leadership Quarterly*, 22(5), 801-817. <https://doi.org/https://doi.org/10.1016/j.leaqua.2011.07.004>

Appendices

Appendix 1 - Consent Form



Department of Management, Marketing and Entrepreneurship
Telephone: +64 3 369 3888
Email:
jacinda.jacobs@pg.canterbury.ac.nz

The Impact of Contemporary Workspaces on Change Management Practices Consent Form for Participants

- I have been given a full explanation of this project and have had the opportunity to ask questions.
- I understand what is required of me if I agree to take part in the research.
- I consent to audio recording of this interview for transcribing purposes.
- I understand that participation is voluntary and I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
- I understand that any information or opinions I provide will be kept confidential to the researcher and that any published or reported results will not identify the participants. I understand that a thesis is a public document and will be available through the UC Library.
- I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years.
- I understand the risks associated with taking part and how they will be managed.
- I understand that I can contact the researcher Jacinda Jacobs (jacinda.jacobs@pg.canterbury.ac.nz) or supervisor Colleen Mills (colleen.mills@canterbury.ac.nz) for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).
- I would like a summary of the results of the project.
- By signing below, I agree to participate in this research project.

Name: _____ Signed: _____ Date: _____

Email address (for report of findings, if applicable):

Appendix 2 – Information Sheet for Participants



Department of Management, Marketing, and Entrepreneurship
Telephone: +64 3 369 3888
Email: jacinda.jacobs@pg.canterbury.ac.nz
29 October 2019
HEC Ref: 2019/86/LR

The Impact of Contemporary Workspaces on Change Management Practices Information Sheet for Participants

My name is Jacinda Jacobs and I'm a Masters student studying the change management strategy and practices of managers responsible for the transition of people and operations from traditional offices to contemporary workspaces. I am particularly interested in how the new workspace, with its different affordances and spaces, affected and shaped change management practices both before and after the actual move into the workspace.

You have been approached to take part in this study because you have been identified as a manager who was involved in this change management process for the College of Education, Health and Human Development's move into contemporary workspaces in the Rehua building. I have located your contact details through Annelies Kamp, who advised me that you had confirmed that you are willing to participate in this research.

If you choose to take part in this study, your involvement in this project will be to answer questions about how you planned for the change to a new contemporary workspace through an interview that will last 30-60 minutes and that will be recorded to allow transcription and analysis. You will also be asked to participate in another interview of 15-60 minutes one to two weeks after the initial interview to answer follow-up questions that arise from the initial analysis. Any questions after this may be raised via email or phone, depending on your preference and availability.

Participation is voluntary and you have the right to withdraw at any stage without penalty. You may ask for your raw data to be returned to you or destroyed at any point. If you withdraw, I will remove information relating to you. However, once analysis of raw data starts on 22 November 2019, it will become increasingly difficult to remove the influence of your data on the results.

The results of the project may be published, but you may be assured of the complete confidentiality of data gathered in this investigation: your identity will not be made public without your prior consent. To ensure anonymity and confidentiality, names will not be used in observation records. Data will be transcribed using codes so participants' identities are concealed. Interview data will be gathered and transcription will be undertaken in spaces where nobody can overhear. Transcripts will be kept on password protected computers. Codes and names will not be kept in the same location as the transcripts unless the information is publicly available. No transcripts will be shared with anyone other than members of the research team. Data will be backed up on devices that are kept in a locked safe or filing cabinet in a secure location (i.e. the researcher's home or office). Data will be kept for five years in secure storage. A thesis is a public document and will be available through the UC

Department of Management, Marketing and Entrepreneurship
Telephone: +64 3 369 3888
Email: jacinda.jacobs@pg.canterbury.ac.nz

The Impact of Contemporary Workspaces on Change Management Practices Interview Template:

- How did you plan for this change to one, new contemporary workspace? What strategies and practices were required?
- How were the effects of the workspace on people and practice identified and managed?
- What effect did the form and intended affordances of the new workspace have on change management practices?
- How did you prepare and organise staff members, including your team and others, before moving into the new workspace?
- How effective do you think this preparation and organising was?
- How have you managed and interacted with staff members in the new workspace?
- Has anything changed from the period prior to moving into the Rehua building?
- What opportunities and advantages have the new spaces afforded managers? What challenges have they posed?
- What advice would you give others managing similar translocations?